

UNIVERSITÉ DE SHERBROOKE

MÉMOIRE DOCTORAL PRÉSENTÉ À  
L'UNIVERSITÉ DE SHERBROOKE

COMME EXIGENCE PARTIELLE  
DU DOCTORAT EN PSYCHOLOGIE (D.Ps)

PAR  
KASSANDRA GAGNON

LE PROCESSUS ET LE RÔLE DES DIVERS ACTEURS  
À LA SUITE D'UN CAS DE HARCÈLEMENT AU TRAVAIL AFIN DE RÉSOUDRE  
LA SITUATION

JUILLET 2021

## **UNIVERSITÉ DE SHERBROOKE**

### **Cette thèse a été dirigée par :**

François Courcy, Directeur de recherche, Ph.D.

Université de Sherbrooke

Marc Corbière, Directeur de recherche, Ph.D.

Université du Québec à Montréal

### **Jury d'évaluation de la thèse :**

Nom, grade

Institution

Martin Lauzier, Ph.D, Évaluateur interne

Université du Québec en Outaouais

Mélanie Couture, Ph.D. Évaluateur externe

UETMISSS CIUSSS

Ce mémoire doctoral est rédigé sous forme de mémoire par article, tel qu'il est stipulé dans les règles institutionnelles pour les mémoires et thèses par articles de l'Université de Sherbrooke et dans le règlement facultaire des études des 2<sup>e</sup> et 3<sup>e</sup> cycles de la Faculté des lettres et sciences humaines de l'Université de Sherbrooke. L'article a été rédigé en anglais selon les normes du *Journal of Occupational and Organizational Psychology*. L'Appendice A contient de plus amples informations sur les normes susmentionnées. La preuve de soumission de l'article apparaît à l'Appendice B.

## Sommaire

Le harcèlement au travail a reçu une hausse d'intérêt au cours des dernières années. Plusieurs aspects de ce phénomène ont été approfondis, tels que la prévalence, les facteurs prédisposants et les antécédents, les conséquences et les méthodes de prévention. Cependant, bien que cette problématique soit considérée comme étant un problème planétaire et affectant plusieurs domaines, peu de recherches ont été effectuées sur les interventions à la suite d'une situation de harcèlement au travail. En fait, à la connaissance des chercheurs, aucune étude ne s'est penchée sur le processus engagé par les divers acteurs impliqués à la suite d'un cas de harcèlement. L'objectif de ce mémoire doctoral sous forme d'article est en lien avec ce manque de connaissances. Plus particulièrement, l'objectif de la présente étude est de présenter les diverses étapes qui surviennent à la suite d'une dénonciation d'un cas de harcèlement au travail sous forme de processus (p. ex., éléments clés, étapes) et de présenter les diverses interventions possibles. La méthode préconisée afin de répondre à cet objectif est un examen de la portée (*scoping review*). Cet examen de la portée a analysé les articles révisés par les pairs et publiés dans les 20 dernières années (entre 2000 et 2020) afin d'identifier les méthodes utilisées pour résoudre la situation, leurs résultats (lorsque indiqués), les étapes de ces méthodes, et le rôle des acteurs principaux. Les résultats indiquent que les interventions mentionnées le plus souvent sont la médiation et le dépôt d'une plainte, tandis que les stratégies les plus souvent utilisées sont demander l'aide de l'organisation et séparer la victime et le présumé agresseur. Ensuite, il a été trouvé que la première phase la plus rapportée suivant la dénonciation d'un cas de harcèlement est la recherche de faits. Finalement, les résultats

indiquent que les intervenants internes et externes peuvent être impliqués dès le début du processus. L'article se termine en proposant un processus séquentiel comprenant cinq étapes. Ce processus présente les rôles de la victime, de l'organisation et de l'intervenant (consultant interne ou externe).

*Mots clés* : harcèlement au travail, processus, résolution, acteurs, et intimidation au travail

## Table des matières

Sommaire .....	iv
Liste des tableaux .....	viii
Liste des figures .....	ix
Remerciements .....	x
Introduction .....	1
Définition du harcèlement .....	3
Classification des types de harcèlement au travail .....	5
Impacts du harcèlement au travail .....	5
Facteurs expliquant le harcèlement au travail .....	7
Facteurs personnels .....	7
Facteurs organisationnels .....	8
Résolution du harcèlement au travail .....	9
Objectifs et division du mémoire doctoral .....	10
Article - Scoping Review: What are the steps taken by the key stakeholders following a case of workplace bullying in order to resolve the situation? .....	12
Abstract .....	14
Introduction .....	15
Concept of workplace bullying .....	16
Impact of workplace bullying .....	17
Prevention and intervention .....	18
The present study .....	18
Method .....	19
Conceptualisation of the scoping review .....	20
Implementation of the research strategy .....	20
Process of the review .....	21
Data extraction .....	21
Dissemination of the results and findings .....	23

Results .....	23
Descriptive analysis results.....	23
Synthetic analysis .....	31
Type of workplace bullying addressed .....	31
Domain studied .....	31
Identification of method used to resolve bullying situations .....	31
Phases of intervention.....	42
Stakeholders involved and their roles.....	44
Discussion .....	52
Proposed process .....	53
Key Actors in the Process .....	55
Offering support as a transversal step in the process.....	56
Step 1: Reporting the bullying.....	56
Step 2: Fact finding.....	57
Step 3: Choosing the method to adress the bullying.....	57
Step 4: Implementing the method.....	59
Step 5: Evaluating the method chosen.....	59
Strenghts and limitations of the study, future studies .....	59
Conclusion.....	60
References .....	61
Conclusion .....	66
Références.....	70
Appendice A Normes de la revue : Journal of Occupational and Organizational Psychology (JOOP).....	76
Appendice B Preuve de soumission de l'article.....	85
Appendice C Ressources pour ceux et celles qui sont vitimes de harcèlement au travail .....	89

## **Liste des tableaux**

### Tableau

1	Description of Retained Articles .....	24
2	Intervention Description and its Outcome.....	33
3	Strategy Description and its Outcome.....	37
4	Phases of the Identified Intervention.....	42
5	Roles of the Stakeholders in Each of the Interventions.....	45



## Liste des figures

Figure

1	PRISMA Flow Chart.....	22
2	Proposed Process.....	54

## **Remerciements**

En écrivant ces dernières lignes de mon mémoire doctoral, je ne peux que ressentir de la fierté, de la joie, mais surtout de la reconnaissance. La fameuse citation de Nelson Mandela a su prendre tout son sens lors des dernières années : « Aucun de nous, en agissant seul, ne peut atteindre le succès ». Vous comprendrez que la reconnaissance que je ressens est envers tous ceux qui ont su marquer mon parcours doctoral, et m'aider à le réussir. C'est pourquoi les prochaines lignes tenteront de leur exprimer l'immense gratitude que je ressens pour toute leur aide, leur soutien et leurs encouragements à travers les dernières années.

Mes premiers remerciements s'adressent à mes deux directeurs de thèse, François Courcy et Marc Corbière. Grâce à la complémentarité de leurs champs d'expertise, de leurs connaissances et de leur personnalité, ils ont su m'accompagner parfaitement à travers ce parcours.

Je tiens particulièrement à remercier François pour ses précieux conseils et son encouragement inconditionnel à travers l'ensemble de mon parcours doctoral. Son expertise en matière de gestion de conflit fut indispensable par moments. Sans ces derniers, je ne serais pas l'intervenante que je suis, et mon mémoire doctoral ne serait pas aussi pragmatique.

Ensuite, je tiens notamment à remercier Marc pour son encadrement, sa flexibilité d'esprit et son soutien bienveillant à travers l'écriture de mon mémoire doctoral. Son expertise en recherche et le regard critique qu'il apportait ont permis de pousser nos réflexions plus loin et d'augmenter la qualité de mon mémoire.

Je tiens également à remercier la Chaire de recherche en santé mentale et travail qui m'a octroyé une bourse. Celle-ci m'a permis de me concentrer sur l'écriture de mon mémoire doctoral sans sentir de pression financière.

Enfin, au niveau professionnel, je termine en remerciant tous mes superviseurs (Geneviève Robitaille, Louise Beaudoin et Alain Reid) pour leurs nombreux conseils et d'avoir contribué à mon développement professionnel.

Au niveau personnel, je commence en remerciant mes parents, Lynn et Serge, qui ont su me supporter à travers mon parcours académique. Bien qu'ils étaient dans un autre pays, la distance ne s'est jamais fait sentir. Ils étaient toujours là pour moi pour les grands moments et les petits. Je tiens particulièrement à remercier ma mère pour les nombreux repas qu'elle me préparait lorsqu'elle me visitait et pour les moments passés au téléphone à se parler de tout et de rien. Je tiens ensuite à remercier mon cher papa d'avoir été mon « *sounding board* » à travers mon parcours académique et de m'avoir encouragé et poussée lorsque je souhaitais tout lâcher. Sans votre soutien, sachez que le parcours aurait été beaucoup plus difficile.

Je remercie ensuite une personne qui nous a laissés récemment, mais qui je sais aurait bien aimé célébrer ce moment avec moi : mon cher grand-papa, Jean-Paul. Ton regard positif sur la vie, ton soutien et ton encouragement à finir mes études « *une fois pour toutes* » seront toujours avec moi. Sache qu'en ouvrant la bouteille de champagne (qui sera bien évidemment une *Henkell Trocken*), je penserai fort à toi et je suis certaine que je sentirai ta présence.

Ensuite, je tiens à remercier ma meilleure amie, Annabelle. Bien que nous ne vivions pas dans la même ville depuis les quatre dernières années, je sais que je peux toujours compter sur elle. Son soutien sans-jugement, son amitié et sa propre persévérance à terminer sa thèse ont su m'aider dans les moments les plus difficiles.

Enfin, comme le veut la coutume, j'ai gardé le meilleur pour la fin. Je termine en remerciant la personne qui a laissé sa ville natale au Nouveau-Brunswick, ses amis et sa famille afin que je puisse poursuivre mon rêve : mon amoureux Chris. Pour cela, j'en serai toujours reconnaissante. Cet humain incroyable a su croire en moi, m'encourager, et me soutenir à travers l'entièreté de mon parcours doctoral. Il a également su me rappeler l'importance de l'équilibre entre le travail et la vie personnelle en me faisant vivre les plus beaux moments de ma vie : notre voyage en Afrique, le moment qu'il m'a demandé de le marier, le moment que j'ai pris notre petit chien dans mes bras, Archie, et récemment, la journée de notre mariage. Enfin, je termine en le remerciant de me montrer chaque jour ce qu'est l'amour inconditionnel.

Je prends un dernier moment pour remercier tous ceux qui ont su être là pour certains moments opportuns. Vous savez qui vous êtes et sachez que même si votre nom ne figure pas dans les pages précédentes, je pense souvent à vous et je suis reconnaissante de votre soutien.

## **Introduction**

Le harcèlement au travail est un phénomène présent qui affecte plusieurs employés et organisations puisqu'il peut être perçu à travers les divers pays du monde et dans plusieurs domaines professionnels et secteurs de l'activité économique (Ciby & Raya, 2015). Précisément, les taux de prévalence varient entre 1% et 47% en Europe (Galanaki & Papalexandris, 2013). Au Canada, près de 19% des femmes et 13% des hommes travaillant au Canada seront victimes de harcèlement au travail (Hango & Moyser, 2018). Il n'est donc pas surprenant que ce dernier ait reçu une hausse d'intérêt durant les dernières années et que plusieurs études se sont penchées sur le sujet (Einarsen, Hoel, Zapf & Cooper, 2011).

Une recension des écrits menée par Nielsen et Einarsen en 2018 visait à identifier ce qui était connu sur le harcèlement au travail, ainsi que les champs nécessitant encore de la clarification. Parmi les champs nécessitant encore de la recherche, ces auteurs ont identifié tous les types de prévention (primaire, secondaire et tertiaire) comme présentant plusieurs lacunes. En fait, ces chercheurs indiquent que peu d'information est connue sur la manière d'agir lorsqu'un cas de harcèlement survient au travail. Escartin (2016) est aussi de ce même avis lorsqu'il indique que les recherches menées sur le sujet ne se sont pas penchées sur l'intervention à la suite de harcèlement. Enfin, ce constat est appuyé par la frustration vécue par nombre de victimes de harcèlement au travail en lien avec les

actions prises par l'organisation (Einarsen et al., 2011; Fevre, Lewis, Robinson, & Jones, 2012).

Le but de ce mémoire doctoral, présenté sous la forme d'un article, est de répondre à ce besoin criant en proposant une ligne directrice sous forme d'un processus de résolution suivant le signalement de cette situation par la victime présumée. Le processus proposé a pour but d'unifier l'ensemble des propos et de présenter une approche unifiée afin de gérer un cas de harcèlement au travail, ainsi que de fournir un outil pratique aux acteurs principaux impliqués lors d'une telle situation.

### **Définition du harcèlement**

Hadikin et O'Driscoll (2000) considèrent que toute forme de harcèlement, d'intimidation ou de comportements violents envers une personne constitue du *bullying* ou du harcèlement. Ces auteurs soulignent également l'importance de considérer la définition du harcèlement en milieu de travail puisque cette dernière peut être reliée à plusieurs comportements inappropriés et qu'une distinction s'impose entre les notions de conflit et de harcèlement.

Plusieurs recherches ont été effectuées sur le sujet et des éléments clés sont ressortis afin qu'un comportement soit considéré comme du harcèlement. Tout d'abord, le comportement doit être jugé comme inapproprié (Hoel & Cooper, 2001), comme le questionnement des habiletés professionnelles de l'employé, la propagation de rumeurs dommageables et la rétention d'informations (Rayner & Hoel, 1997; Zapf & Einarsen, 2001). Le deuxième élément, souvent rapporté comme l'élément principal, est la persistance des comportements inappropriés dans le temps. Afin d'être considérés comme

du harcèlement, les comportements doivent se produire régulièrement dans une période de plus de six mois (Einarsen, 2000). Comme l'indique Rylance (2001), c'est cet élément en particulier qui permet de distinguer un acte de violence ou un conflit d'un acte de harcèlement. De plus, l'occurrence de ces comportements et les impacts négatifs sur la victime doivent escalader dans le temps (Leymann & Gustafsson, 1996), bien qu'il ne soit pas nécessaire que la personne ait des conséquences négatives pour être considérée comme victime de harcèlement (Einarsen, 2000). Tous ces éléments peuvent être retrouvés dans la définition de Einarson, Hoel, Zapf et Cooper (2003), qui définissent le harcèlement comme étant l'acte de harceler, d'incriminer, d'exclure socialement une personne ou d'affecter négativement le travail d'une personne de manière répétitive et persistante (plus d'une fois par semaine sur une durée de plus de six mois). Cette définition est également très similaire à celle utilisée par la politique sur la prévention et la résolution du harcèlement, qui considère le harcèlement comme étant « tout acte, propos ou exhibition qui diminue, rabaisse, humilie ou embarrasse une personne, ou tout acte d'intimidation ou de menace », et ce, de manière « synergique et répétitive » (Secrétariat du Conseil du Trésor du Canada, 2017). De plus, ces deux définitions sont également similaires à celle de la Commission des normes de l'équité de la santé et de la sécurité du travail (CNESST) (n.d.) qui indique que le harcèlement est « une conduite vexatoire (abusive, humiliante, blessante) qui se manifeste par des paroles, des gestes ou des comportements qui sont répétés, sont hostiles (Aggressifs, menaçants), ou non désirés, portent atteinte à la dignité (c'est-à-dire au respect, à l'amour-propre) ou à l'intégrité (à l'équilibre physique, psychologique ou émotif) de la personne et qui rendent le milieu de travail néfaste ».



Cependant, la CNESST indique également qu'un seul geste grave peut être considéré comme du harcèlement si les conséquences de ce geste causent des conséquences négatives « durables » à la victime.

Bien que les conceptions du harcèlement partagent plusieurs éléments identiques ou analogues, les formes spécifiques peuvent apporter des types d'agissements hostiles de nature différente.

### **Classification des types de harcèlement au travail**

Trois types de harcèlement au travail ont été identifiés par Bartlett et Bartlett (2011) dans leur revue de la littérature, lesquels peuvent être à leur tour subdivisés. Le premier type de harcèlement s'appelle *harcèlement relié au travail* et comprend tous les comportements négatifs reliés au travail tels que le contrôle des ressources, l'empêchement d'être promu et un volume de travail excessif. Le deuxième type intitulé *harcèlement personnel* comprend tous les actes négatifs directs et indirects contre la personne comme telle. Des exemples de comportements sont : propagation de rumeurs, ignorance de la personne, attaque verbale, critiques non fondées et constantes et des regards dégradants. Enfin, le troisième type, connu sous le nom de *harcèlement physique*, réfère à tout acte de violence physique ou menace qu'une personne peut rencontrer. Ces trois types de harcèlement peuvent avoir plusieurs impacts, tant au niveau personnel qu'organisationnel et sociétal.

### **Impacts du harcèlement au travail**

Le harcèlement au travail a plusieurs impacts négatifs tant sur le plan personnel qu'organisationnel et sociétal. Bartlett et Bartlett (2011) ont effectué une revue de la

littérature dans laquelle ils ont exploré et défini les types de harcèlement au travail, les impacts organisationnels du harcèlement et les impacts individuels. Leur revue de littérature a permis de montrer qu'au niveau personnel, le harcèlement au travail peut engendrer des conséquences reliées au travail (p. ex., taux d'absentéisme plus élevé, moins d'engagement et de motivation, niveau de performance plus faible et plus grand nombre d'erreurs), des conséquences psychologiques (p. ex., stress post-traumatique, dépression, suicide), ainsi que des conséquences affectives (p. ex., moral plus bas, niveau plus élevé de stress, peur, anxiété, sentiment d'auto-efficacité plus faible, changement de personnalité). Cartwright et Cooper (2007) indiquent également que le harcèlement au travail impacte négativement l'estime de soi de la victime et peut créer des comportements obsessionnel-compulsif puisque la victime ressent le besoin de toujours revérifier son travail.

Les impacts organisationnels à la suite du harcèlement peuvent être observés au niveau de la productivité de l'organisation (c.-à-d., absentéisme, baisse de performance, échéanciers non respectés), de la culture de l'organisation (climat néfaste, relations inefficaces), des aspects légaux (c.-à-d., poursuites injustifiées) et des coûts pour l'organisation (Murray, 2008; Sperry, 2009). Enfin, au niveau sociétal, des impacts négatifs ont majoritairement été rapportés au niveau économique. Giga, Hoel et Lewis (2008) ont rapporté une augmentation des coûts liés aux soins de santé, à l'aide sociale, aux retraites prématurées et au système de justice pénale.

## **Facteurs expliquant le harcèlement au travail**

Plusieurs facteurs peuvent prédire la présence de harcèlement au travail. Tout comme les impacts décrits ci-haut, les facteurs peuvent également être catégorisés en deux hypothèses : l'hypothèse reliée aux dispositions individuelles et l'hypothèse reliée à l'environnement de travail. En fait, ces deux hypothèses se concentrent sur deux types de facteurs afin de prédire le harcèlement au travail, soit les facteurs personnels et les facteurs organisationnels (Zapf & Einarsen, 2011). Les facteurs personnels sont ceux qui sont propres à la personne, comme les facteurs sociodémographiques (p. ex., âge, sexe), tandis que les facteurs organisationnels sont ceux qui appartiennent au milieu de travail, comme la pression mise sur l'employé pour répondre aux demandes organisationnelles.

**Facteurs personnels.** Tout d'abord, l'âge de la victime est un indicateur de la possibilité qu'une personne en autorité soit harcelée. Des chercheurs ont montré que les gestionnaires plus jeunes s'estiment être victime de harcèlement au travail comparés aux gestionnaires plus âgés (Camerino, Estryn-Behar, Conway, Van der Heijden, & Hasselhorn, 2004; Lawoko, Soares, & Nolan, 2004). Par ailleurs, le sexe de la personne, ainsi que son état civil et l'âge de ses enfants sont tous des facteurs qui ont été identifiés comme étant des indices de harcèlement. Plus précisément, les recherches montrent : qu'une femme est plus à risque de vivre du harcèlement qu'un homme (Ariza-Montes, Muniz, Leal-Rodriguez, & Leal-Millán, 2014; Wallace, 2009), qu'il est plus probable qu'une personne célibataire estime vivre de la violence au travail (Lin & Liu, 2005) et qu'une personne avec des enfants en bas âge (sous l'âge de 15 ans) soit davantage victime de harcèlement (Ariza-Montes et al., 2014). Enfin, les études indiquent que la personnalité

de la victime ne peut être considérée comme un facteur prédisant du harcèlement au travail (Glasø, Matthiesen, Nielsen, & Einarsen, 2007; Lind, Glasø, Pallesen, & Einarsen, 2009; Nielsen & Knardahl, 2015).

**Facteurs organisationnels.** Les facteurs organisationnels peuvent être divisés en deux sous-catégories, soit les facteurs reliés à l'emploi et les facteurs reliés à l'organisation et l'équipe.

Pour débiter, Van den Brande, Baillien, De Witte, Vander Elst et Godderis (2016) ont effectué une revue systématique afin d'identifier les facteurs reliés à l'emploi qui pouvaient prédire la présence de harcèlement au travail dans l'organisation. Ces auteurs ont identifié que les facteurs suivants étaient considérés comme autant de « stressseurs » et augmentaient ainsi la possibilité qu'un employé soit victime de harcèlement : conflits de rôles, grande charge de travail, insécurité au travail et ambiguïté dans les rôles des employés. Baillien, Neyens et De Witte (2008) ajoutent à cette liste les facteurs suivants : un manque d'autonomie dans le travail, un emploi causant beaucoup de stress et l'environnement physique.

Les deuxièmes types de facteurs, soit les facteurs reliés à l'organisation et l'équipe, qui ont été soulevés sont : la culture de l'organisation (surtout au niveau des conflits et la manière dont l'organisation les gèrent), le style de leadership favorisé dans l'organisation, le climat de travail, la perception de la justice, la communication et la présence de changements organisationnels (Baillien et al., 2008).

Enfin, il est important de noter que les deux hypothèses (l'hypothèse reliée aux dispositions individuelles et l'hypothèse reliée à l'environnement de travail) ne doivent

pas être considérées comme contradictoires. Au contraire, elles se doivent d'être considérées comme complémentaires. En d'autres mots, le harcèlement au travail peut à la fois être prédit et expliqué par des facteurs personnels, ainsi que par des facteurs organisationnels (Reknes, Einarsen, Gjerstad, & Nielsen, 2019). Ces facteurs sont importants puisqu'ils permettent d'identifier à quel niveau les interventions proposées devraient se concentrer.

### **Résolution du harcèlement au travail**

Les quelques études qui se sont penchées sur la résolution du harcèlement indiquent que la prévention à l'aide de formations serait la manière de gérer le harcèlement (Schwartz & Park, 1999; Social Development Canada, 2017). Cependant, l'étude de Dhumad, Wijeratne et Treasaden (2007) indique que la présence d'un employé, soit des psychiatres dans cette étude, à un cours de prévention et de gestion n'a pas eu d'impact sur la prévalence d'abus des psychiatres par les patients. De plus, il est également possible de voir que les guides qui permettent de gérer le harcèlement, tel celui de la Commission des normes du travail (2014), n'offrent pas d'information sur le processus que tous les acteurs impliqués devraient suivre pour gérer le harcèlement vécu. Ce guide et le site internet indiquent seulement qu'il est important de le dénoncer rapidement et de connaître ses droits.

De plus, Saam (2010) a identifié que les consultants œuvrant dans ce type de mandat (c.-à-d., pour contrer le harcèlement) utilisaient le coaching, la médiation, la modération de conflits ou encore le développement organisationnel. Salin (2009) a

également identifié que les services de counseling, la justice réparatrice et la punition étaient des interventions possibles dans des cas de harcèlement.

Cependant, à ce jour, aucune étude n'a encore tracé le processus pris par les divers acteurs lorsqu'un cas de harcèlement survient au travail. De plus, le rôle des acteurs (victimes, organisations et intervenants) pour les diverses étapes n'a également pas été clairement identifié. Documenter ce processus en dégagant les éléments clés, tels que les diverses étapes et le rôle des acteurs dans chaque étape, permettra non seulement aux victimes et aux intervenants de savoir ce qui est fait à chaque étape à la suite d'un cas de harcèlement, mais aussi de mieux comprendre leur rôle dans l'application de diverses interventions.

### **Objectifs et division du mémoire doctoral**

Au meilleur des connaissances de l'auteure de ce mémoire, cette étude répondra à un besoin dans la communauté de pratique en résolution de conflits puisque présentement aucun processus clair n'est connu pour répondre à un cas de harcèlement au travail.

Spécifiquement, la majorité des études se sont penchées sur les impacts du harcèlement au travail (Bartlett & Bartlett, 2011; Garbe, 2019; Gardner et al., 2016; Khalique, Arif, Siddiqui, & Kazmi, 2018), les caractéristiques (Einarsen et al., 2011) et les facteurs personnels et organisationnels pouvant prédire ce phénomène (Hauge, Skogstad, & Einarsen, 2011). Les seules études ayant étudié la résolution du harcèlement au travail se sont penchées sur la prévention plutôt que sur l'intervention, soit par la formation. Considérant qu'un guide précis pour les acteurs indiquant précisément les étapes et le processus de manière ordonnée n'existe pas quant aux étapes nécessaires à la

suite d'un cas de harcèlement, il est pertinent de mener cette étude afin de mieux outiller les personnes impliquées dans une telle situation et de limiter les coûts liés à ce phénomène.

L'objectif de la présente étude est donc de présenter les diverses étapes qui surviennent à la suite d'une dénonciation d'un cas de harcèlement au travail sous forme de processus (p. ex., éléments clés, étapes) et de présenter les diverses interventions possibles. Plus particulièrement, les rôles de la victime, de l'organisation et de l'intervenant (consultant interne ou externe) seront définis et présentés pour chaque étape du processus de dénonciation d'un cas de harcèlement au travail.


Afin de répondre à l'objectif de recherche, un article rédigé en anglais et intitulé : « Scoping Review: What Are the Steps Taken by Key Stakeholders Following a Case of Workplace Bullying in order to Resolve the Situation ? » suit l'introduction. Le mémoire doctoral se termine par une conclusion qui rappelle les principaux constats de l'étude et qui présente les implications pratiques.

### **Article**

Scoping Review: What Are the Steps Taken by Key Stakeholders Following a Case of Workplace Bullying in order to Resolve the Situation?



# **What are the Steps to Resolution Taken by Key Stakeholders Following a Case of Workplace Bullying: A Scoping Review**

Kassandra Gagnon<sup>1</sup> ( <https://orcid.org/0000-0003-2064-2636>), François Courcy<sup>2</sup> ( <https://orcid.org/0000-0002-7832-1950>) & Marc Corbière<sup>3</sup> ( <https://orcid.org/0000-0002-1777-1544>)

<sup>1</sup> Doctorate student, Université de Sherbrooke, Department of Psychology, Québec, Canada

<sup>2</sup> Professor & Researcher, Université de Sherbrooke, Department of Psychology, Québec, Canada

<sup>3</sup> Professor & Researcher, Université de Québec in Montreal, Department of Education, Québec, Canada.

## **Author Note**

We have no conflict of interest to disclose.

Correspondence concerning this article should be addressed to François Courcy, Professor in the Department of Psychology at the Université de Sherbrooke, Canada (email : [fcourcy@usherbrooke.ca](mailto:fcourcy@usherbrooke.ca))

This article was supported by a bursary from the Research Chair of mental health and work (<http://www.mentalhealthwork.ca>)

### **Abstract**

Workplace bullying (WB) has received considerable attention in recent years. However, even though WB is studied worldwide, there is a gap in the literature regarding the process taken by key stakeholders after its occurrence. This scoping review fills this gap by mapping out the process – key steps and potential interventions – following the report of a workplace harassment case, taking into account stakeholders' roles in the process. Based on the analysis of peer-reviewed articles published in the last 20 years (2000-2020), we present the methods used, their outcomes (when reported), the phases of the methods, the key stakeholders, and their roles. The results indicate that mediation and filing a complaint are the most used interventions, while seeking support from the organisation, separating the victim and the perpetrator, and seeking professional help are the most used strategies. Following a report of WB, the first phase usually aims to gather information on the situation. Finally, both internal and external stakeholders can be implicated from the beginning of the process. We conclude by proposing a five-step sequence in which the roles of the key actors are presented. This process, while not rigid, outlines the steps taken by both internal and external stakeholders.

### **Practitioner points**

- The way a victim is received by the person in whom they place trust is one of the most important factors in the process; listening to the victim in a non-judgmental and objective way is essential.
- The steps proposed in the process should be done in collaboration with the victim and the perpetrator; these two key individuals should have a voice and decide on the method they wish to use.
- Prompt actions are required throughout the process.

*Keywords:* workplace bullying, resolution, process

## **Introduction**

Workplace bullying (WB), also known as workplace harassment, is present in many organisations and has attracted much interest in recent years (Einarsen, Hoel, Zapf & Cooper, 2011; Nielsen & Einarsen, 2018; Samnani & Singh, 2012). Workplace bullying is considered a worldwide issue since it is present in many different workplaces and domains, and is reported worldwide (Ciby & Raya, 2015). The prevalence rate varies, from 1% to 47% of employees in Europe (Agervold, 2007; Galanaki & Papalexandris, 2013), and from 3.9% to 24% (Ciby & Raya, 2015) in Australia and New Zealand. In North America, 19% of US employees self-reported experiencing bullying (Namie, 2017), and nearly 1 in 5 (19%) women and almost 1 in 8 (13%) men working in Canada reported being victims of workplace harassment (Hango & Moyser, 2018). Workplace bullying has been reported in a variety of sectors, for example, by healthcare professionals (Rahm, Rystedt, Wilde-Larsson, Nordström, & Strandmark, 2019), university employees (Zabrodska & Kveton, 2013), employees in education (Orange, 2018), and public sector employees (Venetoklis & Kettunen, 2016).

Even though WB is considered a worldwide issue (Ciby & Raya, 2015), the majority of studies do not focus on identifying interventions to address it (Escartin, 2016). The few studies which have studied interventions have focused on classifying and identifying the types of interventions used by various organisations (Saam, 2010). While various studies and government agencies have suggested interventions and protocols to deal with WB, there is still a lack of knowledge on how to properly handle a case of WB in organisations (Nielsen & Einarsen, 2018). The aim of this study is to address this need by proposing a framework in the form of a process. This proposed process not only presents a unified approach to dealing with WB, but also provides key stakeholders with a practical tool.

## Concept of Workplace Bullying

There are many definitions of WB. However, the definition used by most studies is the one provided by Einarsen and colleagues (2011). Workplace bullying is defined as one or more negative acts or comments that persist over time and that are directed towards a member of an organisation (Einarsen et al., 2011). In their recent policy on harassment prevention and resolution, the Treasury Board of Canada (2017) rephrased the above definition by highlighting the notion of impact: workplace harassment as any action or comment that has a negative impact and is directed towards another individual in the workplace. This inappropriate conduct can “demean, belittle, or cause personal humiliation or embarrassment (p. 4)” to an individual, and may also include threats and intimidation. To disentangle this concept, Bartlett and Bartlett (2011) have suggested a classification of WB.

Workplace bullying can be conceptualized into three categories based on the behaviours exhibited by the aggressor: work-related, personal bullying and physical violence (Bartlett & Bartlett, 2011). *Work-related bullying* includes all negative behaviours related to the victim’s work (work overload, refusing leave, controlling resources, blocking promotion, etc.), while *personal bullying* refers to direct and indirect negative behaviours attacking the person, such as spreading gossip, ignoring the person, verbal attacks, persistent criticisms, or negative eye contact. *Physical bullying or threatening* refers to all physical violence or threats a victim may encounter. Finally, WB can also be classified according to the title and position held by the victim and aggressor. The two most frequent types of bullying are “top to bottom” bullying and “horizontal” or “vertical” bullying (Zapf, Einarsen, Hoel, & Vartia, 2003). Top to bottom bullying, also called ascending bullying, occurs when a manager bullies their subordinate. Horizontal bullying (also called vertical

bullying) occurs when colleagues bully one another. Recent studies have begun to focus more closely on “bottom-up” bullying, which occurs when a subordinate bullies their manager (Branch, Ramsay, & Barker, 2007). This widespread issue has been shown to have many negative multi-leveled impacts (Bartlett & Bartlett, 2011). Even though WB has been extensively defined, it is noteworthy that many articles do not use this labeling and do not categorize WB (Fields, 2016; Skarbek, Johnson, & Dawson, 2015).

### **Impact of Workplace Bullying**

Victims of WB, the organisation and society as a whole, all suffer from WB. In particular, a literature review from ten years ago, conducted by Bartlett and Bartlett (2011), indicated that personal impacts for the victim included work-related consequences (e.g., higher absenteeism, lower performance), physical health consequences (e.g., increase in stress, cardiovascular disease), psychological consequences (e.g., suicide, depression) and affective consequences (e.g., fear, lower self-esteem). Organizational impacts can be associated with productivity (e.g., decreased performance, missed deadlines), costs (e.g., health plan increase, increase in turnover), work culture (e.g., negative climate, ineffective relationships), legal aspects (e.g., wrongful discharge lawsuits) and reputation (e.g., the way the customer will see the company) (Bartlett & Bartlett, 2011; Giga et al., 2008). Societal impacts also include higher costs related to health care and medical treatment, sick pay, welfare, retirement, the criminal justice system, as well as a loss of productivity (Giga, Hoel, Helge, & Lewis, 2008). Considering the negative impacts associated with all of these types of WB, it is not surprising that extensive research has been conducted on its prevention and potential interventions (Escartín, 2016; Saam, 2010; Salin, 2009). However, no studies have yet focused on identifying and understanding the steps that could decrease these negative impacts.

## **Prevention and Intervention**

Prevention techniques generally include the creation and implementation of a policy on harassment and bullying, as well as classes given to employees and employers. Prevention techniques aim to prevent bullying before it even happens. Conversely, intervention techniques usually occur after bullying has happened and aim to resolve the issue. Saam (2010) indicates that many different types of interventions can be used by consultants when addressing a WB case such as coaching, mediation, conflict moderation, and organisational development. This author, however, notes that a multi-level approach is necessary when resolving WB cases. In parallel, Salin (2009) identified counselling, restorative justice and punitive measures as potential possible interventions. Depending on the intervention retained, human resources management or an external consultant, as well as the victim may have a role to play (Fox & Cowan, 2015; Saam, 2010;). It is thus important to understand and identify the roles of the many actors implicated in resolving a case of WB. This would facilitate communication and collaboration between the key actors.

## **The Present Study**

Extensive research has been done on WB's impacts (Bartlett & Bartlett, 2011; Garbe, 2019; Gardner et al., 2016; Khalique, Arif, Siddiqui, & Kazmi, 2018), characteristics (Einarsen et al., 2011), and personal and organisational predictors (Hauge, Skogstad, & Einarsen, 2011). However, to our knowledge, no study has yet mapped out the process taken by the different stakeholders (e.g., managers, victims, resolution practitioners) when WB occurs. The only process recently documented is the one proposed by the Government of Canada (2012), which is intended to be used by managers, advisors or practitioners trying to resolve the issue. Furthermore, this process

does not inform participants about all available interventions that can be put in place to resolve the harassment situation.

Consequently, the objective of this scoping review is to map out the process – key steps and potential interventions –following a report of workplace harassment, including the roles of stakeholders involved in the process. Specifically, the roles of the presumed victim, the organisation’s representative (i.e., manager), and the practitioner (working internally or externally) will be defined and presented for each step of the process, as well as for each of the proposed interventions, considering the needs of all stakeholders. Therefore, this study aims to answer the following questions: 1) What steps are taken by the various stakeholders after a harassment situation occurs? 2) What are the roles of the various stakeholders in each step of the process? 3) What interventions can be proposed to resolve the harassment situation?

### **Method**

A scoping review, which took into consideration peer-reviewed articles published in the last 20 years (2000-2020), was conducted to map out the steps taken by the different actors and to document the effective interventions following the report of a WB case. As indicated by Munn et al. (2018) the goal of a scoping review is to present what is known on a specific subject and not to answer a question in a synthesized and critical way. This is consistent with this review which aims to determine what is known about the process and the steps required to successfully resolve a case of bullying at work, considering various stakeholders, with a focus on key steps taken for an intervention on bullying, and when possible, the outcomes of these interventions.

This scoping review followed the methodology outlined by Mazaniello-Chézol and Corbière (2020). Specifically, it follows four main steps in order to effectively and rigorously conduct a scoping review: 1) conceptualisation of the scoping review; 2) implementation of the

research strategy; 3) execution of the review; and 4) dissemination of the results and findings. The following sections indicate how these four steps and their subsets have been followed and applied to this study.

### **Conceptualisation of the Scoping Review**

As indicated by Mazaniello-Chézol and Corbière (2020), the first phase is particularly important since it is the one which determines the relevance of completing a research study. During this phase, a review of the literature on the subject was completed. Based on the findings of this review, the research question and study goals were chosen and agreed upon.

A research protocol was then elaborated which explained the need for the study and the proposed method. Since this article is part of a doctoral thesis, it was presented to an external evaluator for approbation. Based on the recommendation of a librarian, a search in five databases was to be conducted (APA PsychInfo, CINHALL, PubMed, and Scopus) for articles published in the last 20 years (January 2000 to September 2020). While most scoping reviews take into consideration articles published in the last 10 years, this study went further back considering that WB is a relatively new concept. Only articles published in english and french were included. Finally, both quantitative and qualitative articles were retained to maximize the data collection.

### **Implementation of the Research Strategy**

During the second phase, two steps were followed, a meeting with a specialist librarian in the social sciences field and an electronic database search. During the meeting with the specialist librarian, the identified databases were validated. A list of relevant keywords (*workplace bullying, workplace harassment, resolution, intervention, conflict management, conflict resolution*) was then determined and the syntax for the different databases was used. A search of all relevant information on the topic was then conducted to assess the number of relevant publications on the



topic and to validate the research question. Finally, the electronic database search was launched using the syntaxes.

### **Process of the Review**

The third phase began with an initial screening of the articles. Specifically, the following inclusion criteria were applied while reading the title and abstract of the articles: 1) date of publication (between January 2000 and September 2020); 2) languages (english and french); 3) interventions or steps taken following WB (any interventions or steps taken by stakeholders following WB); 4) stakeholder's role (roles of the stakeholders in the intervention); and 5) study design (qualitative, quantitative and mixed).

The articles that met these criteria were then read entirely and the same inclusion criteria were applied. While the outcomes of the studies were analyzed when present, this was not considered an exclusion criterion. Considering that the aim of this study was to identify steps and interventions after WB occurred, articles focused on identifying the impacts of WB, in terms of prevention and prediction, were excluded. Finally, the articles selected were presented to the co-authors for their approval. A PRISMA flow chart presented in Figure 1 shows these steps and the articles chosen.

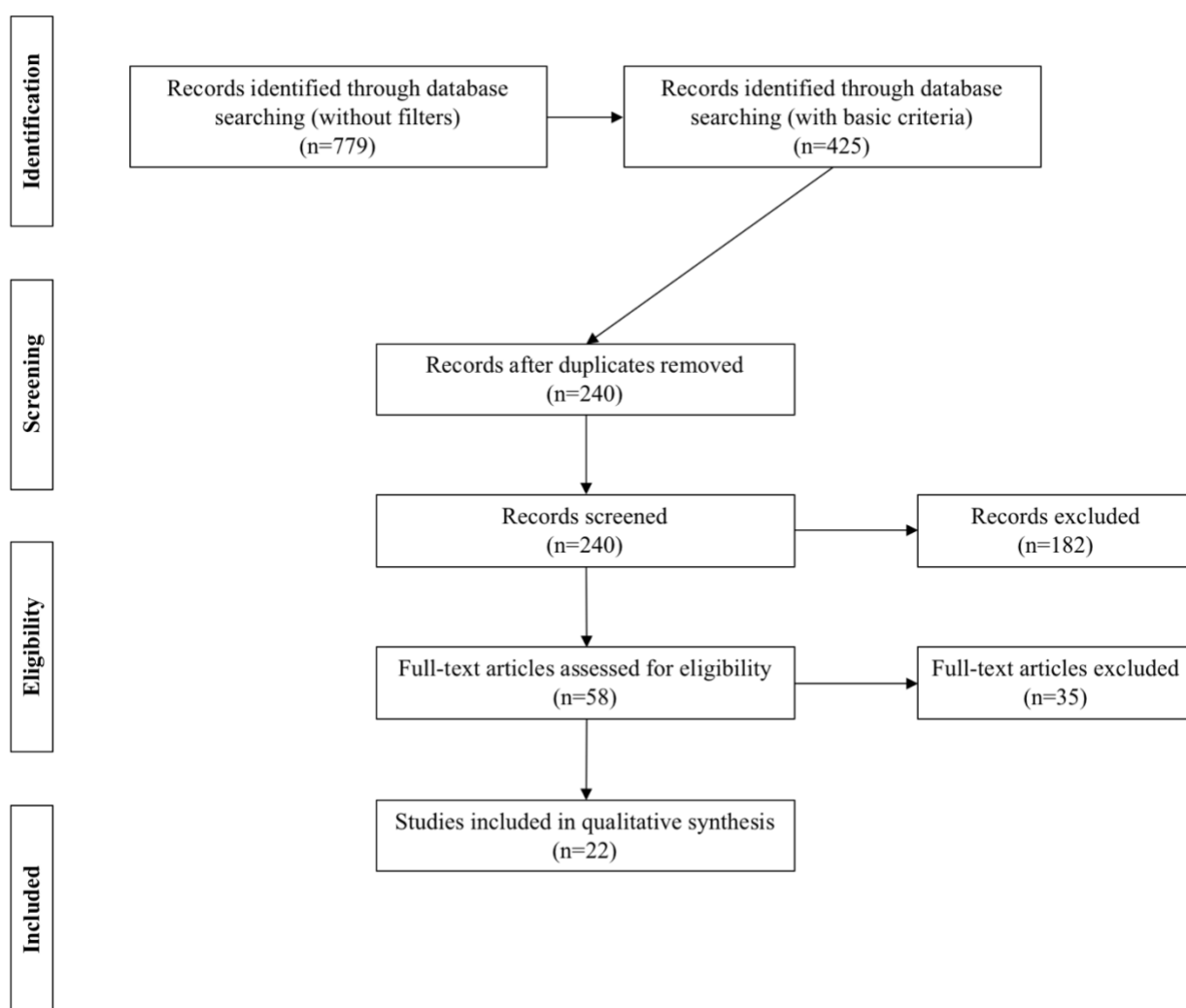
### **Data Extraction**

The pertinent information from each article was organized into an excel document. The first author (KG) completed all extractions by entering the information into the preestablished chart. This chart contained the following information: name of the article, authors, publication date, country of origin, study objective, type of research (qualitative, quantitative or mixt), number of participants, type of harassment (bottom-up, horizontal, top-to-bottom), nature of harassment (physical, psychological, sexual or mix), name of the intervention use, domain in which the study

was conducted (medical, public, education, etc.), steps or techniques used in the intervention, actor implicated (manager, victim, consultant, bystander, etc.), role of the actor, result of the intervention (when indicated), and any other comments or information that was pertinent. This step was reviewed by the two co-authors (FC and MC) and the first 8 articles were reviewed by the research team. Since a consensus was achieved with the first 8 articles, the other 16 articles were divided equally between the first author and the two co-authors.

**Figure 1**

*PRISMA Flow Chart*



## **Dissemination of the Results and Findings**

As per the objective of this research, a thematic analysis was applied to identify the type of action taken by the stakeholder (intervention or coping strategy), the steps taken by the stakeholders during the intervention or the process of WB, and the roles of the different stakeholders. When outcomes of the intervention were included in the scientific article, they were analyzed. The following three steps summarize the process taken: 1) extracting findings and coding findings for each article; 2) grouping the results together; 3) analyzing the group information to identify similarities and discrepancies in the data.

To begin, the information was organized into two tables to separate coping strategies from intervention. The columns for these two tables were: 1) name of the intervention or strategy; 2) description; 3) outcome. Once this step was completed, a third table was created. This table received the information pertaining to: 1) the stakeholders involved and 2) their role. Finally, a fourth table was created in which the different phases of the intervention were also coded.

## **Results**

### **Descriptive Analysis Results**

The 22 selected studies were published between 2001 and 2019, with the majority being published between 2015 and 2019 (17 in total). Studies were predominantly conducted in Australia and New Zealand (33.3%), Europe (33.3%) (Sweden, Germany, Norway and Finland) and Asia (25%). Other countries represented were Turkey, India, South Korea, United Arab Emirates, Malaysia and the United States. Finally, most of the retained studies were of a qualitative nature (77.2%,  $n = 17$ ), while the minority were either quantitative (13.6%,  $n = 3$ ) or mixed (9.1%,  $n = 2$ ). Table 1 presents an overview of the 22 articles chosen.

**Table 1***Description of Retained Articles*

Article and assigned number	Country	Study objective	Type of study	N	Type and nature of harassment
[1] Zapf & Gross (2001)	Germany	Investigate whether bullying victims use specific conflict management strategies more often than individuals who are not bullied, and whether coping strategies used by successful copers with bullying differ from those of unsuccessful copers.	Mixed	N = 268; <i>n1</i> (victims of bullying) = 149; <i>n2</i> (control group) = 81; <i>n3</i> (semi-structured interview) = 20	Not specified
[2] Mawdsley & Thirlwall (2019)	United Arab Emirates	Investigate how third-party interventions (TPI) relate to individualisation of the employment contract, whether TPIs deflect attention away from bullying and the impact for targets.	Qualitative	N = 85 union members and officials of three large UK trade unions	Not specified
[3] Nielsen, Indregard, Krane, & Knardahl (2019)	Norway	Determine (1) associations between workplace bullying and subsequent risk and duration of medically certified sickness absence, (2) whether employees' perceptions of supportive, fair, and empowering leader	Quantitative	N (time 1) = 10 691 N (time 2) = 4392 (service workers, sales workers, technicians and associate	Not specified

Article and assigned number	Country	Study objective	Type of study	N	Type and nature of harassment
		behavior moderate the association between bullying and absence, and (3) whether prior sickness absence increases the risk of being a new victim of bullying		professionals, and professionals)	
[4] Catley, Blackwood, Forsyth, Tappin, & Bentley (2017)	New Zealand	Provide a holistic model of the complaint management process to advance the theorising of HRP's role in this important process, and the challenges they face in undertaking it.	Qualitative	N= 56 individual bullying cases	Not specified
[5] Kwan, Tuckey, & Dollard (2016)	Malaysia	Identify the coping strategies used by employees when dealing with workplace bullying and explore the influence of psychosocial safety climate on coping and bullying escalation patterns,	Qualitative	N = 20 administrative support staff, executives, educational employees	Not specified
[6] Thirlwall (2015)	New Zealand	Define the ways in which organisations respond to complaints about workplace bullying in New Zealand.	Qualitative	N = 40 participants; 27 academics, managers, technicians, administrators & 13 HR workers	Not specified.

Article and assigned number	Country	Study objective	Type of study	N	Type and nature of harassment
[7] Saam (2010)	Germany	Explore which intervention strategies are actually applied by consultants who specialize in bullying consultation and, if so, to what purpose they are adopted.	Qualitative	N = 18 external consultants	Not specified
[8] Cicerali & Cicerali (2016)	Sweden	Understand and identify how organizations deal with workplace bullying issues in Sweden	Qualitative	N= 45 HR managers	Not specified.
[9] D'Cruz, Paull, Omari, & Guneri-Cangarli (2016)	Australia, Turkey and India	Explore target experiences of workplace bullying in terms of source, manifestations etiology, outcomes, coping, interventions, and bystander behaviour across Australia, India and Turkey, uncovering cross-cultural convergence and divergence.	Qualitative	N = 114 respondents (57 Australian, 34 Indian, 23 Turkish) business students	Type: top to bottom and bottom-up  Nature: psychological, verbal and physical abuse
[10] Harrington, Rayner, & Warren (2012)	England	1) Explore how HRPs interpreted claims of bullying in the context of their ongoing relationships with line managers and employees. 2) Examine the steps HRPs	Qualitative	N= 17 HR professionals	Not specified

Article and assigned number	Country	Study objective	Type of study	N	Type and nature of harassment
		took when responding to claims			
[11] van Heugten (2010)	New Zealand	Explore the context and impacts of bullying events, and the factors that were pivotal in the participants' journeys back to self-confidence. Identify the causes of workplace bullying and appropriate approaches to intervention.	Qualitative	N= 17 social workers	Type: top to bottom and horizontal bullying  Nature: all types
[12] Kang, Kim, & Yun (2017)	South Korea	Investigate the effect of a cognitive rehearsal program on the interpersonal relationships, workplace bullying, symptom experience, and turnover intention of nurses.	Quantitative	N (time 1)= 40 nurses N (time 2) = 19 nurses	Not specified.
[13] Keller, Budin, & Allie (2016)	USA	Review workplace bullying as experienced by nurses, and describe how nurses developed and implemented a bullying task force to address the problem.	Mixed	N= 707 nurses	Not specified.

Article and assigned number	Country	Study objective	Type of study	N	Type and nature of harassment
[14] Björklund, Hellman, Jensen, Åkerblom, & Björk Brämberg (2019)	Sweden	Describe factors that contribute to the occurrence of workplace bullying, that enable it to continue and the coping strategies managers use when they are bullied.	Qualitative	N = 22 managers	Type: bottom-up Nature: not specified
[15] Kang & Jeong (2019)	South Korea	Develop a smartphone application for cognitive rehearsal intervention for WB and to examine its effects on nurses' bullying experiences and turnover intention	Quantitative	N = 73 nurses n (intervention group) = 36; n (control group) = 37	Type: not specified  Nature: Person-related bullying, work-related bullying and intimidation-related bullying
[16] Salin et al. (2020)	Interviews conducted in 14 different countries (e.g., Argentina, Australia, Austria, China, Finland).	Summarize recommendations on prevention and intervention from the organization's perspective to address the gaps present by interviewing HRPs about their views on the best ways to prevent and manage bullying.	Qualitative	N = 214 HR employees	Not specified



Article and assigned number	Country	Study objective	Type of study	N	Type and nature of harassment
	First author: Helsinki, Finland				Type: not specified
[17] Blackwood, Bentley, & Catley (2018)	New Zealand	Provide a holistic understanding of intervention as a process	Qualitative	N = 34 nurses	Nature: psychological and physical abuse
[18] Kelloway, Bryant, Buttigieg, & Hanley (2009)	Australia	Investigate employee reports of workplace bullying in which participants argue that poor management of bullying led to a range of health problems, both physical and mental.	Qualitative	N = 14 employees in manufacturing, retail and hospitality sectors	Type: top to bottom Nature: not specified
[19] Ballard & Easteal (2016)	Australia	Identify which variables affect targets' of bullying perceptions of alternative dispute resolution (ADR)'s efficacy.	Qualitative	N = 10 bullying targets	Type: not specified Nature: sexual abuse
[20] Skarbek, Johnson, & Dawson (2015)	USA	Examine workplace bullying from the perspectives of nurse managers who manage	Qualitative	N = 6 nurses	Type: horizontal bullying

Article and assigned number	Country	Study objective	Type of study	N	Type and nature of harassment
		inpatient units in acute care hospital settings			Nature: not specified.
[21] Harrington, Warren, & Rayner (2015)	United Kingdom	Identify how human resources practitioners interpret and respond to claims of bullying	Qualitative	N = 17 human resources practitioners	Type: top to bottom Nature: not specified.
[22] Fields (2017)	North America, Australia and Europe	Explore how executive coaches help professionals deal with ongoing hostile behaviour and language at work.	Qualitative	N = 10 executive coaches	Not specified.

## **Synthetic Analysis**

### ***Type of Workplace Bullying Addressed***

The majority of the interventions proposed were not specific to one type of WB. Specifically, 64% ( $n = 16$ ) of the studies did not specify the nature of the bullying encountered (physical, psychological or sexual) and 62,5% ( $n = 17$ ) did not specify who the perpetrator was (bottom-up, top-to-bottom or horizontal).

### **Domains Studied**

An equal number of studies were conducted in the private and public sector (17.2%). The other areas in which the studies were conducted included medical sector, educational sector, students and manufacturing employees.

### **Identification of Method Used to Resolve Bullying Situations**

The 22 articles retained presented either an intervention or the strategies used by various stakeholders. In total, 17 interventions and 16 strategies were identified in the articles. Interventions are designed as structured steps or process which were taken by the actor, whereas a strategy refers to actions taken by an actor to try and improve their situation. When the outcomes of these interventions were presented by the authors, varying results were found: some authors found the intervention to have a positive result in all of the studies, while others found it to either not create change, or to have a negative outcome (i.e., make the situation worse for the victim).

The interventions used most were: mediation (5), filing a complaint (4), union claim or intervention (3), and leaving the organisation (3). Seeking support from the organisation (5), separating the victim and bully (3), and seeking professional help (3) were the strategies used most. Of these, quitting the organisation and separating the victim from the bully were the only intervention and strategy which yielded positive results. Specifically, it was deemed to have been

positive since the situation only got better once the victim left the organisation. Table 2 presents the interventions identified in the article and their outcomes, while Table 3 presents the strategies used and their outcomes.

**Table 2***Intervention Description and its Outcomes*

Intervention Name [number of the study]	Description	Outcomes
Third party intervention - mediation [2, 7, 8, 11, 19]*	<p>No description given. [2, 8, 11, 19]</p> <p>Considered a broad intervention which can include conflict resolution. The mediation is usually terminated once the immediate problem has been resolved. [7]</p>	<p>Increased isolation and puts the responsibility of resolving the bullying case on the victim. [2]</p> <p>Constraints put on the harassment contact officer do not allow him to help. [2]</p> <p>Made the situation worse [2]</p> <p>23.5% success rate [11]</p> <p>It sometimes did not work. [7]</p> <p>The issue could seem resolved in the eyes of the lawyers, court, mediators and conciliators, but not necessarily the target. [19]</p> <p>Not specified. [8]</p>
Union claim/intervention [1, 8, 9]	<p>Reaching out to the union in order to receive support from them.</p> <p>Not specified [1, 9]</p>	<p>Many individuals who used this strategy did not see an improvement in their situation (66%). [1]</p> <p>Not specified. [8, 9]</p>

*\*The number in brackets refers to the article number in Table 1.*

Intervention Name [number of the study]	Description	Outcomes
Organisational Sequestering [6]	Three types of organisational sequestering: 1) Reframing 2) Rejigging 3) Rebuffing	The intervention prolonged the bullying.
Filing of a complaint [4, 9, 10, 18]	Filing a complaint with the human resources or manager.	It worsened the situation and is not considered a suitable option by the victim. [9] Participants' reports were that management developed actions that "looked as though" they were dealing with the grievance without solving the problem or providing favourable results for the participant. [18] Not specified. [4, 10]
Leaving the organization [6, 9, 11]	Victim decides to leave the organization. [6, 9, 11]	The situation only got better when the victim and the bully stopped working together. [6, 11] Most employees quit even when the situation was resolved, as they remained unhappy. [9]
Informal intervention [9]	Informal intervention (usually a discussion) between the bully and the victim	This was considered a successful intervention by some of the respondents. (no other details provided).
Cognitive Rehearsal Program [12]	10 sessions of 2 hours each which allows participants to learn communication skills (non-violent communication) and take part in bullying scenarios.	Ineffective in reducing WB and experiences of symptoms among nurses in this study.

Intervention Name [number of the study]	Description	Outcomes
BE NICE Program [13]	This program is based on the idea that designing a program that encourages third-party intervention could be the most effective way to address bullying. The goal of this program was to use bystanders to stop bullying as it was happening.	The bystander felt better equipped to intervene when encountering a bullying situation. The program helped a bystander intervene and work with management to stop the situation.
Coaching intervention [7, 22]	Coach supports the superior or the work council officiant who is responsible for resolving the bullying case in the organization. [7] The victim can also be coached to understand how to process the bullying. [7, 22]	Not specified.
Organizational development intervention [7]	Changing the practices of the organization to resolve the bullying case and prevent future situations.	Not specified.
CR Smart-phone application intervention [15]	Smartphone application which consists of an introduction to non-violent conversation as a standard communication, six webtoons of WB situations, and a bulletin board for questions and answers.	The intervention significantly reduced nurses' person-related and work related WB, but not intimidation-related WB. Finally, turnover intention is reduced for the intervention group.

Intervention Name [number of the study]	Description	Outcomes
Disciplinary actions intervention [16]	Typically involves (threats of) dismissal, formal warnings or pay cuts.	Not specified.
Reconciliation intervention [16]	Reconciliation between the bully and the victim. This intervention does not favour punishment.	Not specified.
Informal counselling [16]	A discussion between a representative of the organization and the perpetrator. These have a corrective function and remind the perpetrator of the rules in the organization.	Not specified
Investigation [21]	Investigating a claim to determine whether bullying is present in the situation and to take the appropriate actions.	Not specified. It was noted that the human resources practitioners tended to feel like they had to side with the organization and the managers.
Institution-wide mandatory program [20]	Not specified.	Considered to be ineffective.
Specific intervention for the unit [20]	Specific intervention for the individuals in the unit built in collaboration with institutional and administrative support	Considered to be effective.



**Table 3**  
*Strategy Description and its Outcomes*

Strategy [Number of Study]	Description	Outcomes
Seeking Professional Help (Counsellors and Psychiatrists) [1, 9, 16]	No description. [1, 9]	Not Equally used by both individuals whose situation worsen and individual whose situation was completely resolved (50%). [1] Not specified. [9, 16]
Resigned Acceptance [9]	Accepting the bullying and considering it to be part of a larger plan for their life.	Not specified.
Problem-focused coping [1, 9]	Threatening to file a formal complaint, confronting the bully and adopting identical target strategies [9] Fighting back with similar means [1]	Effective in ending the bully's misbehaviours. [9] This intervention was not used by any of the individuals who indicated that their situation was completely resolved. However, it was used by 40% of the individuals whose situation worsened. [1]
Seeking social support [11, 14]	Victim takes part in self-care strategies and discusses the issue with someone they trust [11, 14]	Not specified. [11] It was positive for one individual as the colleague to whom they spoke stood up for them and that caused the bully to leave. [14]
Solitary coping [14]	Victim distances themselves from their work relationship.	Allows the victim to create a little more (emotional) distance between themselves and the bullying (positive outcome).

Strategy [Number of Study]	Description	Outcomes
		Victim feels as if they became isolated and distanced from those employees who were not taking part in the bullying (negative outcome).
Avoidance coping [1, 14]	Victim decides to not interact with anyone. [14] Not specified [1]	This allows the victim to protect themselves [14] Isolation [14] 63% of the individuals who indicated that their situation was completely resolved used this strategy. [1]
Talking to the bully [1, 11]	Attempting to retrieve a relationship with the bully [11] Not specified [1]	44% of the individuals who were able to completely resolve their situation used this strategy. [1] Not specified [11]
Taking sick leave [1, 11]	Victim takes sick leave to cope with the WB. [11]	This strategy did not work in the long-term and the stress and bullying increased when they returned. [11] 0% of the individuals whose situation was completely resolved used this strategy. 34% of the individuals whose situation worsened used it. [1]

Strategy [Number of Study]	Description	Outcomes
Confrontation [14, 17]	Confronting the bully in the presence of someone else. [14]	One individual indicated that this was successful since the bully left the organization after being confronted. [14] It was reported as being successful by some individuals. [17]
Seeking support from the organization (also called voicing) [1, 5, 14, 17, 20]	Victim reports the incident(s) to a manager or HR. [1, 14, 17] Manager addresses the issue with the bully. [20] The victim voices their situation to an organizational member or discusses the situation with management. [5]	When the bully received support from the manager, there were positive results. However, this was not always the case [14] This strategy was used equally by individuals who completely resolved their situation, as well as those whose situation worsened (65% and 63%). [1] It was a successful experience since management supported the victims and took action. [5] Experiencing inaction from an interventionist, particularly disagreement, made victims question whether the behaviours were unreasonable, and whether they were indeed at fault. Victims also experienced situations where an interventionist had attempted to take action but was unable to stop the bullying. [17] Not specified. [20]
Separating the victim and bully [14, 16, 17]	Using managerial power to separate the victim and bully. [14, 16, 17]	Successful intervention [17] Not specified.
Using drugs [1]	Not specified.	Of the participants who were successful in completely improving their situation, 0% used this approach. Of the participants who indicated that their situation worsened, 25% used it.

Strategy [Number of Study]	Description	Outcomes
Acquiescence, neglect and voice [5]	<p>Cycle taken by the victim:</p> <ol style="list-style-type: none"> <li>1) The victim begins by accepting the bullying in the short term and doing what was asked by the perpetrator.</li> <li>2) The victim would keep quiet and stay away from the bully.</li> <li>3) Finally, the victim would voice the situation to an organizational member.</li> </ol>	<p>Depends on the situation. Some experienced support from management and the case was resolved, while others did not experience the same outcome.</p>
Acquiescence, neglect, voice and exit [5]	<p>Cycle taken by the victim:</p> <ol style="list-style-type: none"> <li>1) The victim begins by accepting the bullying in the short term and doing what was asked by the perpetrator.</li> <li>2) The victim would keep quiet and stay away from the bully.</li> <li>3) The victim would voice the situation to an organizational member.</li> <li>4) The victim leaves the organization.</li> </ol>	<p>These employees quit the organizations since they did not feel like the organization supported them.</p>

Strategy [Number of Study]	Description	Outcomes
Seeking external assistance [16]	Calling upon external and expert help to help resolve the issue.	Not specified.
Process taken by victim [17]	Process used by victims: 1) Sensemaking 2) Deliberating 3) Reporting	Successful and unsuccessful interventions following reporting.

## Phases of the Intervention

Only 31.8% of the articles (7 articles) described the steps (phases) taken in the intervention suggested. When the responsible actor for the intervention is not the victim, the first phase usually involves a gathering of information or an assessment of the situation. Specifically, interventions for which the organisation (management, human resources or hired external consultant) is responsible start with an analysis of the situation. This same first phase is usually also completed by victims since they usually start the process by assessing their situation in order to decide their next steps (Blackwood, Bentley, & Catley, 2018). Finally, all of these phases have one factor in common which is that they must be completed promptly. In fact, all of the articles indicate that the steps in an intervention should be completed as promptly as possible to address the WB issue. Table 4 outlines the various steps for each of the interventions as presented in the articles.

**Table 4**

### *Phases of the Identified Intervention*

Name of intervention or strategy	Phases
Filing of a complaint	Phase 1: Assessing the substance of a complaint Phase 2: Communicating the outcome to the complainant
Union claim/intervention	Phase 1: Applying directly to the union Phase 2: Assigning an ombudsman to the case Phase 3: Ombudsman solves the case

Name of intervention or strategy	Phases
BE NICE Program	<p>Phase 1: Stand-by</p> <p>Phase 2: Support</p> <p>Phase 3: Speak-up</p> <p>Phase 4: Sequester</p>
Mediation	<p>Phase 1: Determining what is the cause of the bullying to identify if mediation is the right approach;</p> <p>Phase 2: Individual meeting with each party</p> <p>Phase 3: Meeting with the victim and the bully</p> <p>Phase 4: Implication of management if necessary</p> <p>Phase 5: Agreement of what will be done</p> <p>Phase 6: Follow-up (if purchased by the client)</p>
Coaching for the organisation	<p>Phase 1: Analysing the situation</p> <p>Phase 2: Coaching the manager or work council to deal with the bullying case or coaching the victim.</p>
Coaching for the victim	<p>Phase 1: Developing emotion-focused solutions</p> <p>Phase 2: Developing self and situational awareness</p> <p>Phase 3: Developing problem-focused solution</p> <p>Phase 4: Developing a future vision</p>
Organizational development intervention	<p>Phase 1: Analyze the situation</p> <p>Phase 2: Put the changes in place needed in the organization (procedures, rules, clarification of roles, etc.)</p>

Name of intervention or strategy	Phases
Disciplinary actions intervention	Phase 1: Fact-finding/investigations  Phase 2: Disciplinary actions or threatening to take disciplinary actions
Reconciliation intervention	Phase 1: Fact-finding/investigations  Phase 2: Reconciliation process
Informal counselling	Phase 1: Fact-finding/investigations  Phase 2: Informal discussion with the perpetrator
Process taken by victims	Phase 1: Sensemaking (deciding whether or not the bullying is their fault and whether or not the perpetrator is a bully)  Phase 2: Deliberating (weighing the pros and cons of reporting the incident(s))  Phase 3: Reporting

### ***Stakeholders Involved and Their Roles***

This scoping review identified that both internal and external stakeholders should be involved when resolving bullying in an organisation. Specifically, according to the retained articles the following internal stakeholders could be involved: 1) harassment contact officer; 2) HR manager; 3) HR representative; 4) manager; 5) victim; 6) union; 7) ombudsman; 8) colleagues; and 9) bystanders. There are many methods (45.8%), for which the victim is solely responsible: seeking professional help, resigned acceptance, leaving the organisation, problem-focused coping, talking to the bully, taking sick leave, seeking social support, cognitive rehearsal program, solitary coping, avoidance coping, cognitive-rehearsal smart-phone application intervention, and



sensemaking and deliberating. In the other methods reported (11 out of 13), the manager or the human resources are usually the actors involved. Their roles usually consist of putting in place an intervention and taking the necessary actions to stop the bullying. Specifically, the responsibility of acting following the denunciation falls on those actors. Lawyers, consultants and mediators are the external stakeholders who could also be involved in the process. Finally, different authors identified different stakeholders for the same role. For example, depending on the article, the mediator could be the HR manager, a lawyer or a consultant. Finally, there were discrepancies in some of the strategies and the roles of the stakeholders. In fact, informal support could either be the victim speaking unofficially to a supervisor for support or the manager discussing the issue unofficially with the victim and the bully. Table 5 presents the roles of the various stakeholders involved in the strategies and interventions.

**Table 5**  
*Roles of the Stakeholders in Each of the Interventions*

Intervention or strategy	Stakeholders	Roles
Mediation [2, 7, 8, 11, 19]	Harassment contact officer [2]	<ul style="list-style-type: none"> <li>- Listening to targets to allow them to vent.</li> <li>- Explaining the options to the victims.</li> <li>- Directing victims to the right resource (HR, managers, counsellors)</li> <li>- Providing sympathy</li> <li>- Trying to “build people up” so they are better able to cope.</li> <li>- Imparting information at work events.</li> </ul>
	HR manager [8]	<ul style="list-style-type: none"> <li>- Take part in the mediation or act as the mediator</li> </ul>
	Lawyer [8, 20]	<ul style="list-style-type: none"> <li>- Act as the mediator (8)</li> <li>- Represent one of the parties (20)</li> </ul>

Intervention or strategy	Stakeholders	Roles
	Manager [7, 8]	<ul style="list-style-type: none"> <li>- Take part in the mediation (when necessary) (7) (8)</li> <li>- Approve the strategies taken by the bully and victim (7)</li> </ul>
	Victim [11]	<ul style="list-style-type: none"> <li>- Voice their concern to the workplace hierarchy</li> </ul>
	Consultant [7]	<ul style="list-style-type: none"> <li>- Plan the sessions</li> <li>- Meet with the participants</li> <li>- Lead mediation sessions</li> </ul>
	Mediator [20]	<ul style="list-style-type: none"> <li>- Lead the mediation process.</li> </ul>
Complaint resolution from an HR view [4]	HR personnel	Assess and resolve complaints.
Organisational Sequestering [6] 1) Reframing	HR and line managers	View what the victim reports from a different perspective to make it something other than bullying (treat it as personal matter, say the claim is to cover poor performance).
Organisational Sequestering [6] 2) Rejigging	HR	Provide coping mechanisms instead of revolving the issue and focus on the outcome rather than the cause.
Organisational Sequestering [6] 3) Rebuffing	Hr, line managers and union	Push the target away when they request help (using active approaches such as misleading the victim or passive approaches such as ignoring the concern and not acting).
Union Claim [8, 9]	Victim [8]	Applies directly to the union
	Union [8]	Assign an ombudsman to the case

Intervention or strategy	Stakeholders	Roles
	Ombudsman [8]	Talk to the victim, the employer and the mobber Solve the problem (without firing the mobber as it is not an option)
Professional help [1, 9, 16]	Victim	Seeking professional help (counsellor and psychiatrists)
Resigned Acceptance [9]	Victim	Accepting the bullying and seeing it as part of a larger plan
Filing a complaint [9, 10, 18]	Victim [9, 10]	- Filing the complaint
	HR or managers [9, 10, 18]	- Evaluating the complaint [9, 10, 18] - Taking the necessary steps as outlined in the anti-bullying policy [10]
	Colleagues [9]	- Supporting the victim. - Providing a witness statement when necessary.
Leaving the organization [6, 9, 11, 14]	Victim [6, 9, 11, 14]	- Quitting the organization [6, 9, 11, 14] - Looking for other employment option [9]
	Colleagues [9]	- Supporting the victim [9]
Informal support [9]	Victim	- Informally discussing the issue with a manager
	Superior/Manager	- Informally discussing the issue with the victim and the bully
Problem-focused coping [9]	Victim	- Threatening to file a complaint - Confronting the bully - Adopting identical target strategies
Talking to the bully [11]	Victim	- Initiating a face-to-face discussion with the bully

Intervention or strategy	Stakeholders	Roles
Taking sick leave	Victim	- Asking for sick leave (declaring the reason as WB or not)
Seeking social support [11, 14]	Victim	- Seeking social support from family, friends, and colleagues [11, 14] - Seeking medical support [11] - Engaging in self-care [11] - Externalizing events [11] - Seeking support from external supervisors [11]
Seeking social support [11, 14]	Colleagues	- Acting on the information and taking the steps necessary to stop the bullying.
Cognitive Rehearsal Program [12]	Victim	- Take part in the program
BE NICE Program [13]	Bystander (trained with the program)	- STEP 1: Stand-by the victim being bullied, remain calm and physically align the body with that of the victim - STEP 2: Offer support in terms of listening and encouragement to the victim (social support). - STEP 3: Speak up and denounce the situation on behalf of the victim STEP 4: Ask the victim to talk in private to remove them from the situation.
Seeking support from the organization [1, 5, 14, 17, 20]	Victim [1, 5, 14, 17]  Manager [5, 14, 17, 20]	- Report the incident and seek support from manager [1, 5, 14, 17]  - Implicate HR [14, 17] - Take actions to stop the bullying [5, 17] - Making it clear that bullying will not be tolerated. [20]
Confrontation [14]	Victim	- Confronts the bully in the presence of a manager or someone else.

Intervention or strategy	Stakeholders	Roles
Separating the victim and bully [14, 16]	Manager [14]	- Changing individuals around to create a new climate, prevent certain individuals from working together, etc
	HR [16]	- Identifying a transfer to separate the target and perpetrators
Solitary coping [14]	Victim	- Distancing themselves from work
Avoidance coping [14]	Victim	- Changing one's approach to interacting with others
Not a specific intervention, but the role of the leader [3]	Leader	- The leader needs to be empowering. - Being fair and supportive did not seem to have an impact
Acquiescence, neglect and voice [5]	Victim	- Accepts the bullying in the short term and does what is asked by the perpetrator. - Keeps quiet and stays away from the bully. - Voicing the situation to an organizational member.
Acquiescence, neglect, voice and exit [5]	Victim	- Accepts the bullying in the short term and does what is asked by the perpetrator. - Keeps quiet and stays away from the bully. - Voices the situation to an organizational member. - Leaves the organization.
Coaching intervention [7, 22]	Victim [7, 22]	- Listen and be present at meetings. [7, 22] - Plan goals and become cognisant of their strengths [22]
	Coach [22]	- PHASE 1: Guides the client in ways to uplift, manage and express emotions

Intervention or strategy	Stakeholders	Roles
		<ul style="list-style-type: none"> <li>- PHASE 2: Help the client attain clarity of perception and correct focus of what is going on in personal bullying interactions</li> <li>- PHASE 3: Strategize with the client the type of language, behaviour and timing to use with a bully</li> <li>- PHASE 4: Help clients to envision a better life for themselves after coming through the other side of workplace intimidation</li> </ul>
	Management [7]	<ul style="list-style-type: none"> <li>- Listen and be present to meetings.</li> </ul>
	Consultant [7]	<ul style="list-style-type: none"> <li>- Analyse the situation (with or without the help of management)</li> <li>- Coach the person who needs it.</li> <li>-</li> </ul>
Organizational development intervention [7]	Consultant	<ul style="list-style-type: none"> <li>- Analyse the situation (with or without the help of management)</li> <li>- Choose the correct interventions to put in place.</li> <li>- Accompany the organization in putting these in place (if purchased)</li> </ul>
	Organization	<ul style="list-style-type: none"> <li>- Be open to reviewing their practices.</li> <li>- Collaborate with the consultant and put the necessary changes in place.</li> </ul>
CR Smart-phone application intervention [15]	Victim	<ul style="list-style-type: none"> <li>- Listen to the webtoons</li> <li>- Refer to the application when necessary</li> </ul>
Disciplinary action intervention [16]	HR	<ul style="list-style-type: none"> <li>- Hearing both sides of the complaint.</li> <li>- Identifying the level of bullying</li> <li>- Taking disciplinary actions or threatening to use them (such as pay cut, and dismissal).</li> </ul>
	Victim	<ul style="list-style-type: none"> <li>- Making HR aware of the situation</li> </ul>

Intervention or strategy	Stakeholders	Roles
Reconciliation intervention [16]	Victim	- Making HR aware of the situation
	HR	- Hearing both sides of the complaint. - Identifying the level of bullying - Putting in place a reconciliation process.
Informal counselling intervention [16]	HR	- Hearing both sides of the complaint. - Identifying the level of bullying. - Talking with the perpetrator to address the problem. Subjects can include the codes of conduct and company values and give the perpetrator a chance to change their behavior before moving to disciplinary action.
Seeking external assistance [16]	HR	- Hearing both sides of the complaint. - Identifying the level of bullying - Calling upon external experts
Investigation [21]	Line Manager	- Initial investigation - Collaborate with HR
	HR	- Conduct a thorough investigation - Determine future actions
Institution-wide mandatory program [20]	Manager	- Implementing the program.
Specific intervention for the unit [20]	Manager	- Intervening in collaboration with institutional and administrative support in a specific manner.
Sensemaking [17]	Victim	- Deciding whether or not the bullying is their fault. - Deciding whether or not the perpetrator is a bully.

Intervention or strategy	Stakeholders	Roles
Deliberating [17]	Victim	- Deliberating whether the concerns will be accepted, whether change is possible and whether they will received repercussions after reporting.

### Discussion

The objective of this scoping review was to map out the process – key steps and potential processes – following the reporting of a workplace harassment case, accounting for stakeholders' roles in the resolution process. This scoping review outlined the important roles the representatives of the organisation (HR and managers) play in the resolution process. It also revealed how the responsibility often fell on the victim as they were solely responsible for almost half of the methods used. Many of the methods also yielded mixed or negative results. This is consistent with the literature which indicates that HR personnel often do not experience results in escalated cases of WB (Harrington, Rayner, & Warren, 2012; Zapf & Gross, 2001).

The importance of feeling supported by management was also revealed with this scoping review. In fact, perceived support was one of the factors that caused the victim to report an incident (Blackwood et al., 2018). This is consistent with many studies which indicate that senior management should lead the way and demonstrate through their actions that WB will not be tolerated (Arntez et al., 2019; Fields, 2017). Furthermore, the support perceived from management and the organisation can influence the outcome of an intervention (Björklund, Hellman, Jensen, Åkerblom, & Björk Brämberg, 2019) and even further harm an employee who has been a victim of WB (Ferris, 2004). Djurkovic, McCormack and Casimir (2008) also indicates that the level of support perceived from the organisation can have an impact on an employee's wish to remain loyal or to leave the organisation. However, research demonstrates that the victims of WB are often



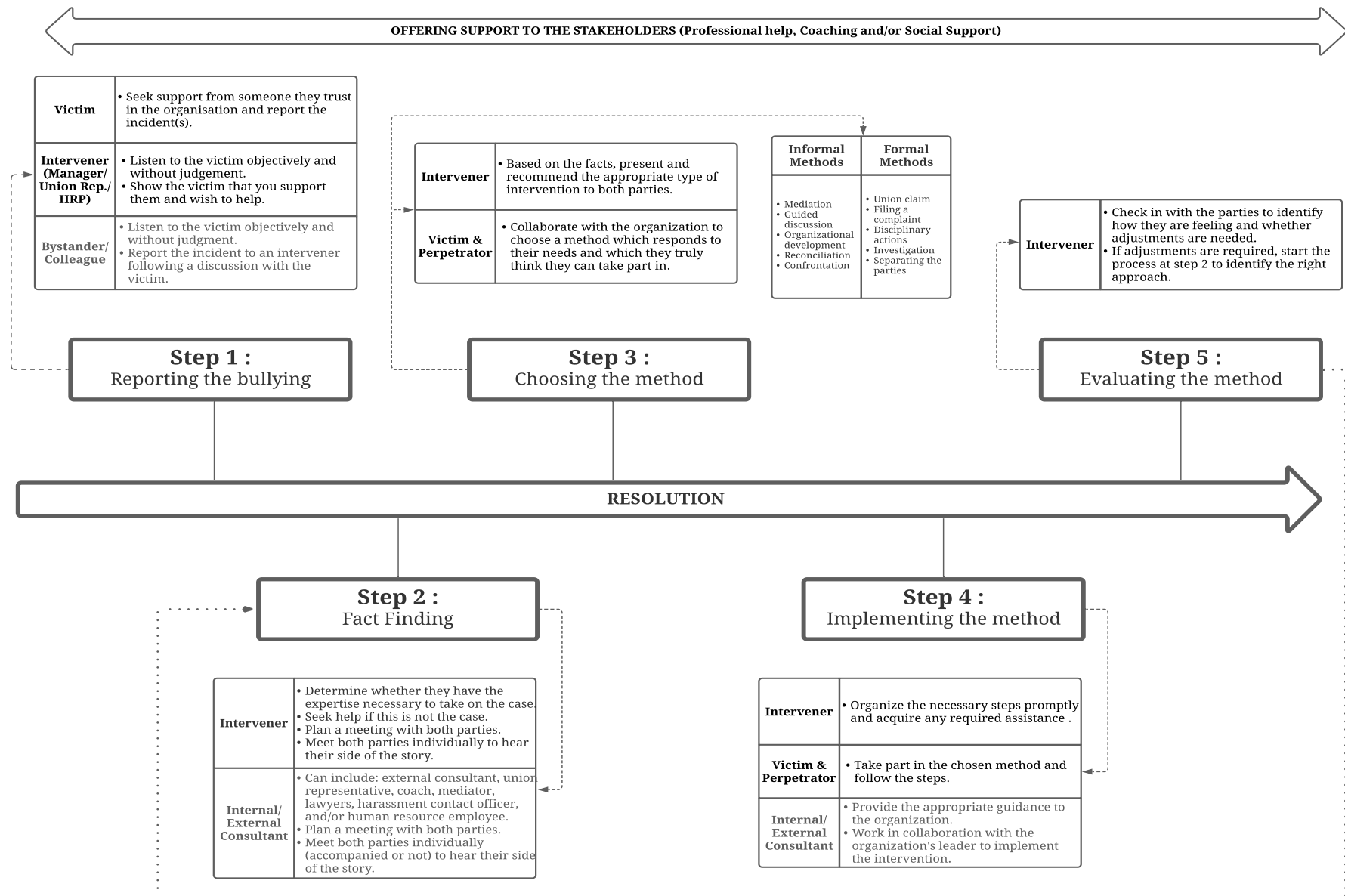
disappointed with the lack of action taken by management to help them (D'Cruz & Noronha, 2010; Namie & Namie, 2009).

Having a delineated process which clearly outlines the roles and responsibilities of the organisation's actors could help to remove some of the responsibility placed on the victim. It could also better equip the actors by clarifying their roles and responsibilities within the organisation, thus positively impacting the victim's wellbeing.

### **Proposed Process**

Based on the process taken by the victim and presented by Blackwood et al. (2018), the process proposed by the Government of Canada (2012), and the information gathered in this scoping review, Figure 2 presents a proposed resolution process following WB that includes these observations. This process, which unifies the literature, outlines the key steps taken by the key actors in the resolution of WB. Considering that WB is a complex issue, it would be impossible to provide a single, defined process which would allow for the resolution of this issue. The process suggested should thus be considered as sequential, but not rigid. In other words, the order in which the steps are presented should be respected, but the way to complete these steps could vary greatly from one organisation to another. Many factors will determine how these steps will be taken: the size of the organisation, the structure of the organisation, the victim's wishes, the actions of the bully (Fox & Cowan, 2015; Glendinning, 2001). However, the one aspect which should be respected in all of these steps is prompt and consistent action. In fact, many studies indicate that when the process is started, it should be taken seriously by the organisation and that they must act quickly and consistently (Becton, Gilstrap, & Forsyth, 2017; Glendinning, 2001; Salin et al., 2020). Einarsen, Hoel, Zapf and Cooper (2011) indicate that the longer it takes to resolve the case, the greater the negative impacts will be on the organisation and the victim.

Figure 2

*Proposed Process*

### **Key Actors in the Process**

The main actors in the process are: the human resources practitioner (HRP), management, the victim and the alleged aggressor. Einarsen, Hoel, Zapf and Cooper (2011) noted that these actors are the ones who should have ownership of the process since their participation will influence the planning, and increase their motivation and commitment to the resolution of the case. HRP are considered one of the main actors since they are responsible for enforcing the rules, policies and procedures of the company, for moderating disputes and for facilitating the relationships between employees (Bohlander & Snell, 2007). Managers, who are considered to be individuals in the organisation who have authority, are also important actors in the process as they are responsible for promoting a healthy working climate to their employees (Government of Canada, 2013). The specific role to be taken by management will depend on many factors such as the company's policy on bullying, the implication of management in the bullying case, the victim's ease with management and other considerations. However, in most cases, managers and HRP will work collaboratively to resolve the conflict since managers are usually the actors who can make the necessary decisions (Harrington, Rayner, & Warren, 2012).

The victim will also have an important role to play in the process. In fact, the victim is the one most able to start this process by speaking up and denouncing their situation (Blackwood et al., 2018).

Both the victim and the alleged aggressor will have an important part to play in choosing the intervention. For an informal approach to be used, both parties must be willing to work towards the same goal (Liddle, 2017).

Finally, other actors, such as internal and external consultants, may be included in the process but these have an optional role. Once again, factors such as the size of the organisation

and the budget allowed to resolve the issue will have an impact on who will be implicated (Fields, 2017; Salin et al., 2020).

### **Offering Support as a Transversal Step in the Process**

The proposed process includes a transversal step that offers support to the actors. This step is based on the known psychological impacts of WB for those actors (Bartlett & Bartlett, 2011). In fact, support in the form of coaching is considered to be effective in helping not only the target of intimidation, but also the perpetrator and senior leadership (Blackwood et al., 2018; Fields, 2017). Support can also be offered through professional help from a counsellor or therapist (D'Cruz, Paull, Omari, & Guneri-Cangarli, 2016; Salin et al., 2020; Zapf & Gross, 2001) and social support (Björklund et al., 2019; van Heugten, 2010). These interventions are usually completed outside of the organisation by external parties and aim to reduce the damage caused by WB and should be offered to the victim by the organization (Tehrani, 2012).

### **Step 1: Reporting the Bullying**

The first phase requires the victim to report the bullying to a person they trust in the organisation (Björklund et al., 2019; Blackwood et al., 2018; Kwan, Tuckey, & Dollard, 2016; Skarbek et al., 2015; Zapf & Gross, 2001). Interventions presented in this scoping review also encouraged bystanders and colleagues to report incidences of WB and to act accordingly to their respective roles (Keller, Budin, & Allie, 2016). One of the most important factors is how the employee is received by the person they trusted. Often, the intervener will be a manager, a member of the human resources team or a union representative (Cicerali, & Cicerali, 2016). As indicated by the Government of Canada (2012), two words of caution: it is crucial for the employer to treat the subject seriously, listen to the victim, be non-judgmental, objective, and patient. It is also important for the individual who listens to the victim not to jump to immediately resolving the

issue. Finally, taking prompt actions is also mandatory in such cases (Government of Canada, 2012; Salin et al., 2020).

### **Step 2: Fact Finding**

Salin et al. (2018) and Saam (2010) indicate that the first step taken in any type of intervention should always be a thorough investigation and analysis of the situation. This is consistent with most conflict resolution models in which the first step is to gather information for analysis (Liddle, 2017). This step can take many forms but it must be in accordance with the policy in place (if this exists) (Einarsen et al., 2011; Harrington et al., 2012) and the intervener must objectively gather information on the issue (Government of Canada, 2012). Salin et al. (2018) indicate that this step requires the responsible person to listen to both sides and determine the level of bullying. Should the manager or the human resource employee feel unable to conduct such an analysis, they should seek assistance (Harrington, Warren, & Rayner, 2015). Assistance can be obtained with the help of external or internal consultants. Internal consultants, such as a human resource employee or manager and a harassment contact officer should be considered to be neutral in the organisation (Björklund et al., 2019; Blackwood et al., 2018; Mawdsley & Thirlwall, 2019). External consultants can include organisational consultants, mediators, coaches, and lawyers (Salin et al., 2020).

### **Step 3: Choosing the Method to Address the Bullying**

Based on the facts gathered in the previous step, the third step requires the intervener to present the possible options for resolution to both parties. Most of the articles reviewed did not present this as a distinct step. We propose to choose the resolution method after the fact-finding step, and in collaboration with the victim, the perpetrator and the representative of the organisation. This is based on the fact that it is particularly important for both parties to be involved in choosing

the method since this will be linked to their motivation and commitment in resolving the case (Einarsen et al., 2011). However, it should be noted that the victim's needs should be taken into consideration when deciding which method to use. Couture et al., (2019) indicate that the victim's needs and capacity to deal with the situation should be evaluated after fact finding. This allows the victim to choose a method that meets their needs and makes them feel as comfortable as possible. Choosing the method also allows the parties to feel as if they have some control over the outcome and counters the loss of control they experience when faced with WB (Trépanier, Fernet, & Austin, 2013). Different interventions will also require a different commitment and collaboration from the parties (Salin et al, 2020). Specifically, interventions can be categorized as formal or informal approaches (Salin et al., 2020). Informal approaches usually wish to reach reconciliation between the perpetrator and the victim, while formal interventions usually involve a formal investigation, which can be followed by sanctions in the form of disciplinary actions (Salin et al., 2020).

Informal interventions are usually favored first when dealing with a case of WB (Salin, 2009). However, the Government of Canada (2012) indicates that when a situation is serious enough, disciplinary actions might need to be taken even if the victim does not wish to file an official complaint. In this case, an informal intervention can also be used to restore the relationship.

Examples of informal interventions are: mediation, guided discussion, organisational development, reconciliation and confrontation. Formal interventions include: union claims, filing an official complaint, disciplinary actions, official investigations and separating the parties (Ciceralli & Ciceralli, 2016; D'Cruz et al., 2016; Harrington et al., 2015; Saam, 2010; Salin et al., 2020).

#### **Step 4: Implementing the Method**

Once the method has been chosen, the fourth step requires the intervener to promptly implement the method and follow the appropriate procedure for the chosen intervention (Salin et al., 2020). Based on the intervention chosen, the appropriate actors should be requested and the proper experts should be hired.

#### **Step 5: Evaluating the Method Chosen**

The final step would be to evaluate the intervention chosen. Many employees indicate that the method used by the organisation did not work and they felt they had no other option than to leave the organisation (Blackwood et al., 2018). This goal of this step is to evaluate whether or not the intervention was successful and to make further changes should it not be working (Saam, 2010). We propose that the process restart should the evaluation not yield positive results.

#### **Strengths and Limitations of the Study, Future Studies**

This study has two major strengths. First, it allowed an overview of the studies that outlined interventions and strategies used by the key stakeholders in an organisation following a case of WB. While previous reviews outlined effective interventions for WB, the strength of this research is that it unified the interventions with the strategies and government protocols dealing with WB. The second strength of this research is that it is the first study to propose a practical, rigorous and transparent model for intervening following WB. This model takes into consideration not only the steps, but also the roles of the key stakeholders, as well as the possible peripheral actors.

On the other hand, this study does have some limitations. First, the articles chosen and reviewed were often missing information. For example, many of them did not outline the steps taken or even define the intervention. This made the analysis more challenging. The fact that there were not many studies to get information from also made the analysis more challenging. It could

be worth extending the years included in the search to possibly have more data. The second limitation of this study is that the proposed process has not been tested and is solely based on the literature. Future studies should focus on testing this model and adjusting it as needed. Specifically, studies should focus on implementing this model and identifying areas of improvement in order to develop a universal model for dealing with a case of WB.

### **Conclusion**

The objective of the present study was to map out the process following the reporting of a workplace harassment case, taking into account the roles of stakeholders involved in the process. A scoping review was completed which considered peer-reviewed articles published in the last twenty years. The results indicated that mediation and filing a complaint were the most used interventions, while seeking support from the organisation, separating the victim and perpetrator, and seeking professional help were the most used strategies. The results also indicated that the first step following the reporting of WB often included data gathering by an intervener. The victims were also solely responsible for 45.8% of the methods. Based on this analysis, a five-step process was proposed. This process took into consideration the role of internal and external stakeholders. Future studies should focus on testing this process and adjusting it as required



## REFERENCES

- Arnetz, J. E., Sudan, S., Fitzpatrick, L., Cotten, S. R., Jodoin, C., Chang, C.-H. D., & Arnetz, B. B. (2019). Organizational determinants of bullying and work disengagement among hospital nurses. *Journal of Advanced Nursing*, 75(6), 1229-1238. doi:10.1111/jan.13915
- Arnetz, J. E., Hamblin, L., Ager, J., Aranyos, D., Essenmacher, L., Upfal, M. J., & Luborsky, M. (2015). Using database reports to reduce workplace violence: perceptions of hospital stakeholders. *Work (Reading, Mass.)*, 51(1), 51–9. <https://doi.org/10.3233/WOR-141887>
- \*Ballard, A., & Easteal, P. (2016). (Alternative) dispute resolution and workplace bullying: Some pros and cons from the coalface. *Alternative Law Journal*, 41(2), 105-109.
- Bartlett, J. E., & Bartlett, M. E. (2011). Workplace Bullying: An Integrative Literature Review. *Advances in Developing Human Resources*, 13(1), 69-84. doi:10.1177/1523422311410651
- Becton, J. B., Gilstrap, J. B., & Forsyth, M. (2017). Preventing and correcting workplace harassment: Guidelines for employers. *Business Horizons*, 60(1), 101-111.
- \*Björklund, C., Hellman, T., Jensen, I., Åkerblom, C., & Björk Brämberg, E. (2019). Workplace bullying as experienced by managers and how they cope: A qualitative study of Swedish managers. *International Journal of Environmental Research and Public Health*, 16(23), 4693.
- \*Blackwood, K., Bentley, T. A., & Catley, B. E. (2018). A victim's search for resolution: Conceptualising workplace bullying and its intervention as a process. *Journal of Safety, Health & Environment*, 34, 7-31.
- Bohlander, G., & Snell, S. (2007). *Managing Human Resources* (14th ed.). Mason, OH: Thomson.
- Branch, S., Ramsay, S., & Barker, M. (2007a). Managers in the firing line: Contributing factors to workplace bullying by staff – An interview study. *Journal of Management & Organization*, 13(3), 264-281. doi:10.5172/jmo.2007.13.3.264
- \*Catley, B., Blackwood, K., Forsyth, D., Tappin, D., & Bentley, T. (2017). Workplace bullying complaints: Lessons for “good HR practice”. *Personnel Review*, 46(1), 100-114. doi:10.1108/PR-04-2015-0107
- Ciby, M., & Raya, R. P. (2015). Workplace Bullying: A Review of the Defining Features, Measurement Methods and Prevalence across Continents. *IIM Kozhikode Society & Management Review*, 4(1), 38-47. doi:10.1177/2277975215587814
- \*Cicerali, L. K., & Cicerali, E. E. (2016). A qualitative study on how Swedish organizations deal with workplace bullying. *Nordic Psychology*, 68(2), 87-99.
- Couture, M., Alarie, M., & Israel, S. (2019). *Modèle de gestion des situations de maltraitance envers les personnes âgées* (3e édition). Montréal, Centre for Research and Expertise in Social Gerontology (CREGÉS), CIUSSS West-Central Montreal, 2 p.

- \*D'Cruz, P., & Noronha, E. (2010). The exit coping response to workplace bullying. *Employee Relations*, 32(2), 102-120. doi:10.1108/01425451011010078
- D'Cruz, P., Paull, M., Omari, M., & Guneri-Cangarli, B. (2016). Target experiences of workplace bullying: Insights from Australia, India and Turkey. *Employee Relations*, 38(5), 805-823. doi:10.1108/ER-06-2015-0116
- Djurkovic, N., McCormack, D., & Casimir, G. (2008). Workplace bullying and intention to leave: The moderating effect of perceived organisational support. *Human Resource Management Journal*, 18(4), 405-422. doi:10.1111/j.1748-8583.2008.00081.x
- Einarsen, S., Hoel, H., Zapf, D., & Cooper, C. (2011). The concept of bullying and harassment at work: The European tradition. In S. Einarsen, H. Hoel, D. Zapf, & C. Cooper (Eds), *Bullying and Harassment in the Workplace. Developments in Theory, Research, and Practice* (2<sup>nd</sup> ed.), (pp. 3-39). Boca Raton, FL: CRC Press.
- Escartín, J. (2016). Insights into workplace bullying: Psychosocial drivers and effective interventions. *Psychology Research and Behavior Management*, 9, 157-169. doi:10.2147/PRBM.S91211
- Ferris, P. (2004). A preliminary typology of organisational response to allegations of workplace bullying: See no evil, hear no evil, speak no evil. *British Journal of Guidance & Counselling*, 32(3), 389-395. doi:10.1080/03069880410001723576
- \*Fields, A. (2016). *A grounded theory study of how executive coaches help professionals deal with workplace intimidation* [Doctoral dissertation, Capella University].
- Fox, S., & Cowan, R. L. (2015). Revision of the workplace bullying checklist: The importance of human resource management's role in defining and addressing workplace bullying. *Human Resource Management Journal*, 25(1), 116-130.
- Galanaki, E., & Papalexandris, N. (2013). Measuring workplace bullying in organisations. *The International Journal of Human Resource Management*, 24(11), 2107-2130. doi:10.1080/09585192.2012.725084
- Garbe, K. C. (2019). Workplace bullying: Understanding its broader impact and consequences. *Journal on Active Aging*, 18(1), 72-76.
- Gardner, D., O'Driscoll, M., Cooper-Thomas, H., Roche, M., Bentley, T., Catley, B., ... & Trenberth, L. (2016). Predictors of workplace bullying and cyber-bullying in New Zealand. *International Journal of Environmental Research and Public Health*, 13(5), 448.
- Giga, S., Hoel, H., & Lewis, D. (2008). *The Costs of Workplace Bullying*. Lancaster University.
- Glendinning, P. M. (2001). Workplace bullying: Curing the cancer of the American workplace. *Public personnel management*, 30(3), 269-286.
- Government of Canada. (2012). *Guide on Applying the Harassment Resolution Process* [Guidance]. Consulted on <https://www.canada.ca/en/government/publicservice/wellness->

inclusion-diversity-public-service/harassment-conflict-resolution/guide-applying-harassment-resolution-process.html

Hango, D., & Moyser, M. (2018). Harcèlement en milieu de travail au Canada. Retrieved from <https://www150.statcan.gc.ca/n1/fr/pub/75-006-x/2018001/article/54982-fra.pdf?st=u-EPLRcr>

\*Harrington, S., Rayner, C., & Warren, S. (2012). Too hot to handle? Trust and human resource practitioners' implementation of anti-bullying policy. *Human Resource Management Journal*, 22(4), 392-408.

\*Harrington, S., Warren, S., & Rayner, C. (2015). Human resource management practitioners' responses to workplace bullying: Cycles of symbolic violence. *Organization*, 22(3), 368-389.

Hauge, L., Skogstad, A., & Einarsen, S. (2009). Individual and situational predictors of workplace bullying: Why do perpetrators engage in the bullying of others? *Work & Stress*, 23(4), 349-358. doi:10.1080/02678370903395568

\*Kang, J., & Jeong, Y. J. (2019). Effects of a smartphone application for cognitive rehearsal intervention on workplace bullying and turnover intention among nurses. *International Journal of Nursing Practice*, 25(6), e12786.

\*Kang, J., Kim, J. I., & Yun, S. (2017). Effects of a cognitive rehearsal program on interpersonal relationships, workplace bullying, symptom experience, and turnover intention among nurses: A randomized controlled trial. *Journal of Korean Academy of Nursing*, 47(5), 689-699.

\*Keller, R., Budin, W. C., & Allie, T. (2016). A task force to address bullying. *AJN The American Journal of Nursing*, 116(2), 52-58.

\*Kelloway, K., Bryant, M., Buttigieg, D., & Hanley, G. (2009). Poor bullying prevention and employee health: Some implications. *International Journal of Workplace Health Management*, 2(1), 48-62.

Khalique, M., Arif, I., Siddiqui, M., & Kazmi, S. W. (2018). Impact of Workplace Bullying on Job Performance, Intention to Leave, OCB and Stress. *Pakistan Journal of Psychological Research*, 33(1), 55-74.

\*Kwan, S. S. M., Tuckey, M. R., & Dollard, M. F. (2016). The role of the psychosocial safety climate in coping with workplace bullying: A grounded theory and sequential tree analysis. *European Journal of Work and Organizational Psychology*, 25(1), 133-148.

Liddle, D. (2017). *Managing conflict: A practical guide to resolution in the workplace*. London, United Kingdom: Kogan Page Limited.

\*Mawdsley, H., & Thirlwall, A. (2019). Third-party interventions in workplace bullying: A neoliberal agenda? *Employee Relations: The International Journal*, 41(3), 506-519.

doi:10.1108/ER-09-2017-0216

- Mazaniello-Chézol, M., Corbière, M. (2020). L'examen de la portée (scoping review/study) : Synthèse des rôles et actions des acteurs impliqués dans le retour au travail des employés en absence maladie due à un trouble mental courant. In M. Corbière & N. Larivière (Eds), *Méthodes qualitatives, quantitatives et mixtes dans la recherche en sciences humaines, sociales et de la santé* (2<sup>e</sup> éd.) (pp. 310-345). Quebec, QC: Presses de l'Université du Québec.
- Munn, Z., Peters, M. D., Stern, C., Tufanaru, C., McArthur, A., & Aromataris, E. (2018). Systematic review or scoping review? Guidance for authors when choosing between a systematic or scoping review approach. *BMC medical research methodology*, 18(1), 1-7.
- Namie, G. (2017). *2017 Workplace Bullying Institute U.S. Workplace Bullying Survey*. Retrieved July 31, 2020, from [https://www.academia.edu/34436718/2017\\_Workplace\\_Bullying\\_Institute\\_U.S.\\_Workplace\\_Bullying\\_Survey](https://www.academia.edu/34436718/2017_Workplace_Bullying_Institute_U.S._Workplace_Bullying_Survey)
- Namie, G., & Namie, R. (2009). US workplace bullying: Some basic considerations and consultation interventions. *Consulting Psychology Journal: Practice and Research*, 61(3), 202-219.
- Nielsen, M. B., & Einarsen, S. V. (2018). What we know, what we do not know, and what we should and could have known about workplace bullying: An overview of the literature and agenda for future research. *Aggression and Violent Behavior*, 42, 71-83.
- \*Nielsen, M. B., Indregard, A. M. R., Krane, L., & Knardahl, S. (2019). Workplace bullying and medically certified sickness absence: Direction of associations and the moderating role of leader behavior. *Frontiers in psychology*, 10, 767.
- Orange, A. (2018). Workplace Bullying in Schools: Teachers' Perceptions of Why They Were Mistreated. *The Educational Forum*, 82(4), 390-405. doi:10.1080/00131725.2018.1461523
- Rahm, G., Rystedt, I., Wilde-Larsson, B., Nordström, G., & Strandmark, K, M. (2019). Workplace bullying among healthcare professionals in Sweden: A descriptive study. *Scandinavian Journal of Caring Sciences*, 33(3), 582-591. doi:10.1111/scs.12633
- \*Saam, N. J. (2010). Interventions in workplace bullying: A multilevel approach. *European Journal of Work and Organizational Psychology*, 19(1), 51-75. doi:10.1080/13594320802651403
- Salin, D. (2009). Organisational responses to workplace harassment: An exploratory study. *Personnel Review*, 38(1), 26-44. doi:10.1108/00483480910920697
- \*Salin, D., Cowan, R. L., Adewumi, O., Apospori, E., Bochantin, J., D'Cruz, P., ... Zedlacher, E. (2020). Prevention of and interventions in workplace bullying: A global study of human resource professionals' reflections on preferred action. *The International Journal of Human*

*Resource Management*, 31(20), 2622-2644. doi:10.1080/09585192.2018.1460857

- Samnani, A.-K., & Singh, P. (2012). 20 Years of workplace bullying research: A review of the antecedents and consequences of bullying in the workplace. *Aggression and Violent Behavior*, 17(6), 581-589. doi:10.1016/j.avb.2012.08.004
- \*Skarbek, A. J., Johnson, S., & Dawson, C. M. (2015). A phenomenological study of nurse manager interventions related to workplace bullying. *JONA: The Journal of Nursing Administration*, 45(10), 492-497.
- Tehrani, N. (2012). *Workplace bullying: Symptoms and solutions*. London: Routledge.
- \*Thirlwall, A. (2015). Organisational sequestering of workplace bullying: Adding insult to injury. *Journal of Management and Organization*, 21(2), 145-158.
- Treasury Board of Canada. (2017). *Politique sur la prévention et la résolution du harcèlement*. Retrieved from <http://www.tbs-sct.gc.ca/pol/doc-fra.aspx?id=26041>
- Trépanier, S.-G., Fernet, C., & Austin, S. (2013). Workplace bullying and psychological health at work: The mediating role of satisfaction of needs for autonomy, competence and relatedness. *Work & Stress*, 27(2), 123-140. doi:10.1080/02678373.2013.782158
- \*Van Heugten, K. (2010). Bullying of social workers: Outcomes of a grounded study into impacts and interventions. *British Journal of Social Work*, 40(2), 638-655.
- Venetoklis, T., & Kettunen, P. (2016). Workplace Bullying in the Finnish Public Sector: Who, Me? *Review of Public Personnel Administration*, 36(4), 370-395. doi:10.1177/0734371X15587982
- Zabrodska, K., & Kveton, P. (2013). Prevalence and Forms of Workplace Bullying Among University Employees. *Employee Responsibilities and Rights Journal*, 25(2), 89-108. doi:10.1007/s10672-012-9210-x
- \*Zapf, D., & Gross, C. (2001). Conflict escalation and coping with workplace bullying: A replication and extension. *European journal of work and organizational psychology*, 10(4), 497-522.
- Zapf, D., Einarsen, S., Hoel, H., & Vartia, M. (2003). Empirical findings on bullying in the workplace. In S. Einarsen, H. Hoel, D. Zapf, & C. Cooper (dir.), *Bullying and emotional abuse in the workplace: International perspectives in research and practice* (pp. 103-126). London: Taylor & Francis.

## **Conclusion**

Basé sur l'examen de la portée, l'article élabore un processus séquentiel souple, comprenant cinq grandes étapes, soit : 1) Dénonciation de la situation qui implique principalement la victime et l'intervenant (soit un employé des ressources humaines, un membre de la direction ou un conseiller syndical); 2) La recherche de faits qui est menée par l'intervenant interne, mais qui peut également impliquer d'autres intervenants interne ou externe selon la situation; 3) Choix de la méthode afin d'adresser la situation en collaboration avec la victime, le présumé agresseur et l'intervenant; 4) Implantation de la méthode choisie qui nécessite l'engagement de la victime, du présumé agresseur et de l'intervenant, et 5) Évaluation de la méthode qui est effectuée par l'intervenant. Ce processus met également en lumière l'importance du soutien tout au long du processus. Enfin, ce processus indique le rôle des acteurs clés pour chaque étape.

Trois retombées principales de l'examen de la portée peuvent être identifiées. Premièrement, détailler le processus de résolution d'un cas de harcèlement au travail permet à la victime non seulement de comprendre les étapes qui sont recommandées, mais également de prendre une décision mieux avisée sur les suites qu'elle souhaite entreprendre. Cela est important puisque les victimes de harcèlement se sentent souvent impuissantes face à la situation (Einarsen & Mikkelsen, 2003). Ensuite, ce processus sous le format de guide pratique éclaire les intervenants et les organisations puisqu'il indique le rôle des diverses parties impliquées dans chacune des étapes ainsi que les éléments clés

à considérer. Bien que des études antérieures aient présenté les interventions efficaces à la suite de harcèlement, la force de la présente étude est qu'elle présente un processus qui unifie les interventions jugées efficaces par la revue de la littérature effectuée avec les stratégies et les protocoles gouvernementaux qui se sont montrés efficaces. En troisième lieu, sur le plan de la recherche, les résultats de cet examen de la portée permettent d'orienter davantage les futures études sur les interventions ayant fait leurs preuves et le type d'évaluation requis à la suite d'un cas de harcèlement survenu en milieu de travail. En se basant sur le processus proposé, les études futures seront en mesure d'avancer les connaissances sur le sujet puisqu'elles pourront se pencher davantage sur l'intervention en termes d'étapes plutôt qu'en termes d'interventions ou de stratégies spécifiques.

Considérant que cette étude est une revue de la littérature et que le processus a été conçu et créé à partir des recherches empiriques, il pourrait être intéressant de sonder un grand nombre d'acteurs agissant dans le domaine ou ayant été impliqués dans des cas de harcèlement. Cela permettrait de valider ou bonifier les étapes et de rendre ce processus plus adapté aux besoins et véritables enjeux. Cela permettrait également d'obtenir les perceptions de personnes clés sur le processus et de l'adapter afin de prendre en considération leurs recommandations.

Ensuite, ce processus se doit encore d'être testé puisqu'il est uniquement basé sur la littérature. Les recherches futures devraient se concentrer à tester ce modèle en le mettant en pratique afin d'y apporter les modifications nécessaires. Cela permettrait ensuite d'avoir un processus universel afin de résoudre un cas de harcèlement au travail bien qu'il faudra tout de même tenir compte de facteurs internes disponibles à l'organisation, tels



que le contexte organisationnel, les ressources financières disponibles pour adresser la situation et la culture de l'entreprise, ainsi que les facteurs externes à l'organisation tels que des démarches légales entreprises par la victime. En d'autres mots, le but serait de créer un processus universel qui guidera les interventions en matière de harcèlement au travail.

Finalement, il pourrait également être intéressant d'ajouter des spécifications au processus selon les facteurs pouvant prédire les cas de harcèlement au travail. Spécifiquement, seulement les facteurs personnels et organisationnels pouvant prédire le harcèlement au travail ont été présentés dans le cas de cette étude. Il pourrait être intéressant d'ajouter également les facteurs relationnels ou interpersonnels qui pourraient prédire les cas de harcèlement au travail et d'inclure ces conditions au processus. Cela permettrait au modèle d'être plus complet et aux intervenants de mieux prévenir ainsi les possibles cas de harcèlement.

En conclusion, l'objectif du mémoire doctoral et de l'article était de présenter les diverses étapes qui surviennent à la suite d'une dénonciation d'un cas de harcèlement au travail sous forme de processus. Cet objectif fut atteint puisque les résultats de l'examen de la portée ont permis d'identifier les étapes nécessaires afin de résoudre une situation de harcèlement, ainsi que les interventions et les stratégies efficaces.

## Références

- Ariza-Montes, J. A., Muniz, R. N. M., Leal-Rodriguez, A. L., & Leal-Millán, A. G. (2014). Workplace bullying among managers: A multifactorial perspective and understanding. *International Journal of Environmental Research and Public Health*, 11(3), 2657-2682. doi:10.3390/ijerph110302657
- Baillien, E., Neyens, I., & De Witte, H. (2008). Organizational, team related and job related risk factors for workplace bullying, violence and sexual harassment in the workplace: A qualitative study. *International Journal of Organisational Behaviour*, 13(2), 132-146.
- Bartlett, J. E., & Bartlett, M. E. (2011). Workplace bullying: An integrative literature review. *Advances in Developing Human Resources*, 13(1), 69-84. doi:10.1177/1523422311410651
- Camerino, D., Estryn-Behar, M., Conway, P. M., Van der Heijden, B. I., & Hasselhorn, H. M. (2008). Work-related factors and violence among nursing staff in the European NEXT study: A longitudinal cohort study. *International Journal Nursing Studies*, 45, 35-50.
- Cartwright, S., & Cooper, C. L. (2007). Hazards to health: The problem of workplace bullying. *The Psychologist*, 20(5), 284-287.
- Ciby, M., & Raya, R. P. (2015). Workplace bullying: A review of the defining features, measurement methods and prevalence across continents. *IIM Kozhikode Society & Management Review*, 4(1), 38-47. doi:10.1177/2277975215587814
- Commission des normes du travail. (2014). *Comprendre et prévenir le harcèlement psychologique au travail : Guide pratique de l'employeur*. Repéré à <https://www.cnesst.gouv.qc.ca/Publications/200/Documents/NT200-281web.pdf>
- Dhumad, S., Wijeratne, A., & Treasaden, I. (2007). Violence against psychiatrists by patients: Survey in a London mental health trust. *Psychiatric Bulletin*, 31(10), 371-374. doi:10.1192/pb.bp.106.012815

- Einarsen, S. (2000). Harassment and bullying at work: A review of the Scandinavian approach. *Aggression and Violent Behavior*, 5(4), 379-401.
- Einarsen, S., Hoel, H., Zapf, D., & Cooper, C. (2003). The concept of bullying at work: The European tradition. Dans S. Einarsen, H. Hoel, D. Zapf, & C. Cooper (dir.), *Bullying and emotional abuse in the workplace: International perspectives in research and practice* (pp. 1-30). Londres: Taylor & Francis.
- Einarsen, S., Hoel, H., Zapf, D., & Cooper, C. (2011). The concept of bullying and harassment at work: The European tradition. *Bullying and Harassment in the Workplace*. Dans S. Einarsen, H. Hoel, D. Zapf, & C. Cooper (Eds), *Developments in Theory, Research, and Practice* (2e éd.), (pp. 3-39). Boca Raton, FL: CRC Press.
- Einarsen, S., & Mikkelsen, E. G. (2003). Individual effects of exposure to bullying at work. Dans S. Einarsen, H. Hoel, D. Zapf, & C. L. Cooper (Éds), *Bullying and emotional abuse in the workplace: International perspectives in research and practice* (pp. 127-144). Londres: Taylor & Francis.
- Escartín, J. (2016). Insights into workplace bullying: Psychosocial drivers and effective interventions. *Psychology Research and Behavior Management*, 9, 157-169. doi:10.2147/PRBM.S91211
- Fevre, R., Lewis, D., Robinson, A., & Jones, T. (2012). *Trouble at work*. Londres: Bloomsbury Academic.
- Giga, S., Hoel, H., & Lewis, D. (2008). *The costs of workplace bullying*. Royaume-Uni: Lancaster University.
- Glasø, L., Matthiesen, S. B., Nielsen, M. B., & Einarsen, S. (2007). Do targets of workplace bullying portray a general victim personality profile? *Scandinavian Journal of Psychology*, 48(4), 313-319.
- Hadikin, R., & O'Driscoll, M. (2000). *The bullying culture: Cause, effect, harm reduction*. Melbourne: Books for Midwives.

- Hoel, H., & Cooper, C. (2001). Origins of bullying: Theoretical frameworks for explaining workplace bullying. Dans N. Tehrani (Éd.), *Building a culture of respect: Managing bullying at work* (pp. 3-20). Londres: Taylor & Francis
- Lawoko, S., Soares, J. J. F., & Nolan, P. (2004). Violence towards psychiatric staff: A comparison of gender, job and environmental characteristics in England and Sweden. *Work Stress*, 18, 39-55.
- Le harcèlement psychologique ou sexuel au travail*. CNESST. (n.d.). Repéré à <https://www.cnesst.gouv.qc.ca/fr/prevention-securite/milieu-travail-sain/harcelement-au-travail/harcelement-psychologique-sexuel-au-travail>.
- Leymann, H. & Gustafsson, A. (1996). Mobbing at work and the development of Post-traumatic stress disorders. *European Journal of Work and Organizational Psychology*, 5(2), 251-275.
- Lin, Y. H., & Liu, H. E. (2005). The impact of workplace violence on nurses in South Taiwan. *International Journal of Nursing Studies*, 42, 773-778.
- Lind, K., Glasø, L., Pallesen, S., & Einarsen, S. (2009). Personality profiles among targets and nontargets of workplace bullying. *European Psychologist*, 14(3), 231-237.
- Murray, J. S. (2008). No more nurse abuse. Let's stop paying the emotional, physical and financial costs of workplace abuse. *American Nurse Today*, 3(7), 17-19.
- Nielsen, M. B., & Einarsen, S. V. (2018). What we know, what we do not know, and what we should and could have known about workplace bullying: An overview of the literature and agenda for future research. *Aggression and Violent Behavior*, 42, 71-83.
- Nielsen, M. B., & Knardahl, S. (2015). Is workplace bullying related to the personality traits of victims? A two-year prospective study. *Work & Stress*, 29(2), 128-149.
- Rayner, C. & Hoel, H. (1997). A summary review of literature relating to workplace bullying. *Journal of Community and Applied Social Psychology*, 7, 181-191.
- Reknes, I., Einarsen, S. V., Gjerstad, J., & Nielsen, M. B. (2019). Dispositional affect as a moderator in the relationship between role conflict and exposure to bullying

behaviors. *Frontiers in Psychology*, 10, 44.

Rylance, J. (2001). *Reaffirmation processes: A study of the experience of responding to workplace abuse* (Thèse de doctorat). University of Queensland, Australie. Repéré à <https://espace.library.uq.edu.au/view/UQ:106200>

Saam, N. J. (2010). Interventions in workplace bullying: A multilevel approach. *European Journal of Work and Organizational Psychology*, 19(1), 51-75. doi:10.1080/13594320802651403

Salin, D. (2009). Organisational responses to workplace harassment: An exploratory study. *Personnel Review*, 38(1), 26-44. doi:10.1108/00483480910920697

Schwartz, T. L., & Park, T. L. (1999). Assaults by patients on psychiatric residents: A survey and training recommendations. *Psychiatric Services*, 50(3), 381-383. doi:10.1176/ps.50.3.381

Secrétariat du Conseil du Trésor du Canada. (2017). Politique sur la prévention et la résolution du harcèlement. Repéré à <http://www.tbs-sct.gc.ca/pol/doc-fra.aspx?id=26041>

Social Development Canada. (2017). Harassment and sexual violence in the workplace. Repéré à <https://www.canada.ca/en/employment-social-development/services/health-safety/reports/workplace-harassment-sexual-violence.html>

Sperry, L. (2009). Workplace mobbing and bullying: A consulting psychology perspective and overview. *Consulting Psychology Journal: Practice and Research*, 61(3), 163-168. doi:10.1037/a0016936

Van den Brande, W., Baillien, E., De Witte, H., Vander Elst, T., & Godderis, L. (2016). The role of work stressors, coping strategies and coping resources in the process of workplace bullying: A systematic review and development of a comprehensive model. *Aggression and Violent Behavior*, 29, 61-71. doi:10.1016/j.avb.2016.06.004.

Wallace, B. (2009). *Bullying the Boss: Upwards bullying as a response to destructive supervisory leadership in the workplace* (Mémoire de maîtrise). University of

Canterbury, Nouvelle-Zélande. Repéré à  
[https://ir.canterbury.ac.nz/bitstream/handle/10092/13261/Wallace\\_thesis.pdf?sequence=3&isAllowed=y](https://ir.canterbury.ac.nz/bitstream/handle/10092/13261/Wallace_thesis.pdf?sequence=3&isAllowed=y)

Zapf, D., & Einarsen, S. (2001). Bullying in the workplace: Recent trends in research and practice – An introduction. *European Journal of Work and Organization Psychology*, 10(4), 369-373.

Zapf, D., & Einarsen, S. (2011). Individual antecedents of bullying: Victims and perpetrators. Dans S. Einarsen, H. Hoel, D. Zapf, & C. L. Cooper (Éds), *Bullying and harassment in the workplace* (2<sup>e</sup> éd.), (pp. 177-200). Boca Raton, FL: CRC Press.

## **Appendice A**

Normes de la revue : Journal of Occupational and Organizational Psychology (JOOP)



Les normes de ce journal peuvent être consultées au lien suivant :

<https://onlinelibrary.wiley.com/page/journal/20448325/homepage/forauthors.html>

Afin de rendre le tout plus accessible, une copie de ces pages est également présentée dans les pages suivantes.

## Author Guidelines

The Journal of Occupational and Organizational Psychology publishes empirical and conceptual papers which aim to increase understanding of people and organizations at work. Its domain is broad, covering industrial, organizational, engineering, vocational and personnel psychology, as well as behavioural and cognitive aspects of industrial relations, ergonomics, human factors and industrial sociology. Innovative or interdisciplinary approaches with a psychological emphasis are particularly welcome. So are papers which develop the links between occupational/organizational psychology and other areas of the discipline, such as social and cognitive psychology.

We welcome the following varieties of paper:

- empirical research papers, containing new quantitative or qualitative data which address significant theoretical and/or practical concerns;
- papers which offer new theory and conceptualisation, perhaps accompanied by a critique of existing approaches;
- narrative and/or quantitative reviews of existing research which lead to new conclusions or insights into a field of research and/or practice;
- prescriptive articles advocating changes in research paradigms, methods, or data analytic techniques;
- analyses of practice in occupational and organizational psychology, where such analyses are driven by theory and/or sound data.

All papers published in The Journal of Occupational and Organizational Psychology are eligible for Panel A: Psychology, Psychiatry and Neuroscience in the Research Excellence Framework (REF).

### 1. Circulation

The circulation of the Journal is worldwide. Papers are invited and encouraged from authors throughout the world.

### 2. Length

The word limit for papers submitted for consideration to JOOP is 8000 words and any papers that are over this word limit will be returned to the authors. The word limit does not include abstract, references,

 [Get Content alerts](#)

 [Subscribe to this journal](#)

More from this journal

figures, and tables. Appendices however are included in the word limit. The Editor retains discretion to publish papers beyond this length in cases where the clear and concise expression of the scientific content requires greater length (e.g., a new theory or a new method). The authors should contact the Editor first in such a case.

In order to supplement innovative research produced in full paper format, the journal provides access to a wider range of investigation through the publication of research in Short Research Note format. Papers submitted as Short Research Notes will be subject to the normal double-blind review process. Short Research Notes should be largely empirical studies. Typically, they will do one of the following:

- replicate existing findings in a new context;
- develop new measures and report on their reliability and validity;
- report contradictory findings that sharpen the interpretation of existing research;
- present new applications of an existing measure;
- report descriptive findings or case studies that will significantly develop professional practice;
- offer an informed and focused challenge to key elements of an existing study, theory or measure.

Papers submitted as Short Research Notes should not exceed 2000 words, including the abstract but not including references or tables. It is normally expected that any tables will take up no more than two printed pages, and there should be no more than about 15 references. With the exception of the items of a new or substantially revised measure, appendices are discouraged.

A paper submitted as a Short Research Note will not necessarily receive positive reviews simply because it falls into one of the categories listed above. Papers need to be located in a conceptual/theoretical context, with rigorous method and appropriate reporting. The issues they raise and/or the findings they report must be deemed to be contributing significantly to the knowledge and understanding of academics and/or practitioners in occupational and organizational psychology. Short Research Notes are not a facility for publishing on the basis of weak data and/or weak conceptual underpinning. In the majority of cases, authors will have submitted the paper in the Short Research Note format. In some instances, however, the Editors may feel that a full paper is best reviewed in a Short Research Note format, or the referees may only recommend publication under this format. All articles in this format will be officially designated and published with the preface 'Short Research Note.' These are placed towards the back of the journal. Acceptance for publication on this basis will be indicated in writing to the authors by the Editor or Associate Editor if the original submission was in full

by the Editor or Associate Editor if the original submission was in full paper format.

### 3. Submission and reviewing

All manuscripts must be submitted via Editorial Manager. The Journal operates a policy of anonymous (double blind) peer review. We also operate a triage process in which submissions that are out of scope or otherwise inappropriate will be rejected by the editors without external peer review to avoid unnecessary delays. Before submitting, please read the [terms and conditions of submission](#) and the [declaration of competing interests](#). You may also like to use the [Submission Checklist](#) to help you prepare your paper.

### 4. Manuscript requirements

- Contributions must be typed in double spacing with wide margins. All sheets must be numbered.
- Manuscripts should be preceded by a title page which includes a full list of authors and their affiliations, as well as the corresponding author's contact details. You may like to use [this](#) template. When entering the author names into Editorial Manager, the corresponding author will be asked to provide a CRediT contributor role to classify the role that each author played in creating the manuscript. Please see the [Project CRediT](#) website for a list of roles.
- All articles should be preceded by an Abstract of between 100 and 200 words, giving a concise statement of the intention, results or conclusions of the article. The abstract should not include any sub-headings.
- All articles must include Practitioner Points – these are 2-4 bullet points, following the abstract, with the heading 'Practitioner Points'. These should briefly and clearly outline the relevance of your research to professional practice. (Please include the 'Practitioner Points' in your main document but do not submit them to Editorial Manager with your abstract.)
- The main document must be anonymous. Please do not mention the authors' names or affiliations (including in the Method section) and always refer to any previous work in the third person.
- Tables should be typed in double spacing, each on a separate page with a self-explanatory title. Tables should be comprehensible without reference to the text. They should be placed at the end of the manuscript but they must be mentioned in the text.
- Figures can be included at the end of the document or attached as separate files, carefully labelled with symbols in a form consistent with text use. Unnecessary background patterns, lines and shading should

2021-02-01, 3:20 PM

be avoided. Captions should be listed on a separate sheet. The resolution of digital images must be at least 300 dpi. All figures must be mentioned in the text.

- All articles should contain a clear statement of where and when any data were collected.
- For reference citations, please use APA style. Particular care should be taken to ensure that references are accurate and complete. Give all journal titles in full and provide doi numbers where possible for journal articles. For example:

Author, A., Author, B., & Author, C. (1995). *Title of book*. City, Country: Publisher.

Author, A. (2013). Title of journal article. *Name of journal*, 1, 1-16. doi: 10.1111/bjep.12031

- SI units must be used for all measurements, rounded off to practical values if appropriate, with the imperial equivalent in parentheses.
- In normal circumstances, effect size should be incorporated.
- Authors are requested to avoid the use of sexist language.
- Authors are responsible for acquiring written permission to publish lengthy quotations, illustrations, etc. for which they do not own copyright.

For guidelines on editorial style, please consult the [APA Publication Manual](#) published by the American Psychological Association.

If you need more information about submitting your manuscript for publication, please email Hannah Wakley, Managing Editor ([joop@wiley.com](mailto:joop@wiley.com)) or phone +44 (0) 116 252 9504.

### 5. Cross-sectional self-report data

Studies conducted using only cross-sectional self-report data will be considered only in exceptional circumstances. For example; if the sample is exceptionally large, representative or multiple. In all other cases, cross-sectional self-report data should form part of a wider selection of data, including other measures such as longitudinal or experimental elements, corroborating or comparison data, third party records or psycho-physiological data.

For more details on the use of cross-sectional self-report data please see the [December 2011 Editorial](#).

### 6. Non-working Populations

Papers based entirely on non-working populations (e.g. student

2021-02-01, 3:20 PM

samples) will only be considered in rather unusual circumstances. The Editor retains discretion to publish this kind of data, for instance where it is clearly demonstrated that the data obtained can be generalised to working populations.

## 7. Supporting Information

Supporting Information can be a useful way for an author to include important but ancillary information with the online version of an article. Examples of Supporting Information include appendices, additional tables, data sets, figures, movie files, audio clips, and other related nonessential multimedia files. Supporting Information should be cited within the article text, and a descriptive legend should be included. Please indicate clearly on submission which material is for online only publication. It is published as supplied by the author, and a proof is not made available prior to publication; for these reasons, authors should provide any Supporting Information in the desired final format.

For further information on recommended file types and requirements for submission, please visit the [Supporting Information](#) page in Author Services.

## 8. OnlineOpen

OnlineOpen is available to authors of primary research articles who wish to make their article available to non-subscribers on publication, or whose funding agency requires grantees to archive the final version of their article. With OnlineOpen, the author, the author's funding agency, or the author's institution pays a fee to ensure that the article is made available to non-subscribers upon publication via Wiley Online Library, as well as deposited in the funding agency's preferred archive. A full list of [terms and conditions](#) is available in Wiley Online Library.

Any authors wishing to send their paper OnlineOpen will be required to complete the [payment form](#).

Prior to acceptance there is no requirement to inform an Editorial Office that you intend to publish your paper OnlineOpen if you do not wish to. All OnlineOpen articles are treated in the same way as any other article. They go through the journal's standard peer-review process and will be accepted or rejected based on their own merit.

## 9. Author Services

Author Services enables authors to track their article – once it has been accepted – through the production process to publication online and in print. Authors can check the status of their articles online and choose to receive automated e-mails at key stages of production. The author will receive an e-mail with a unique link that enables them to

register and have their article automatically added to the system. You can then access [Kudos](#) through Author Services, which will help you to increase the impact of your research. Visit [Author Services](#) for more details on online production tracking and for a wealth of resources including FAQs and tips on article preparation, submission and more.

## 10. Copyright and licences

If your paper is accepted, the author identified as the formal corresponding author for the paper will receive an email prompting them to login into Author Services, where via the Wiley Author Licencing Service (WALS) they will be able to complete the licence agreement on behalf of all authors on the paper.

*For authors signing the copyright transfer agreement*

If the OnlineOpen option is not selected the corresponding author will be presented with the copyright transfer agreement (CTA) to sign. The terms and conditions of the CTA can be previewed in the samples associated with the [Copyright FAQs](#).

*For authors choosing OnlineOpen*

If the OnlineOpen option is selected the corresponding author will have a choice of the following Creative Commons Licence Open Access Agreements (OAA):

- Creative Commons Attribution Non-Commercial Licence (CC-BY-NC)
- Creative Commons Attribution Non-Commercial -NoDerivs Licence (CC-BY-NC-ND)

To preview the terms and conditions of these open access agreements please visit the [Copyright FAQs](#) and you may also like to visit the [Wiley Open Access Copyright and Licence](#) page.

If you select the OnlineOpen option and your research is funded by The Wellcome Trust and members of the Research Councils UK (RCUK) or the Austrian Science Fund (FWF) you will be given the opportunity to publish your article under a CC-BY licence supporting you in complying with your Funder requirements. For more information on this policy and the Journal's compliant self-archiving policy please visit our [Funder Policy](#) page.

## 11. Colour illustrations

Colour illustrations can be accepted for publication online. These would be reproduced in greyscale in the print version. If authors would like these figures to be reproduced in colour in print at their expense they should request this by completing a [Colour Work Agreement](#) form upon acceptance of the paper.

## 12. Pre-submission English-language editing

Authors for whom English is a second language may choose to have their manuscript professionally edited before submission to improve the English. A list of independent suppliers of editing services can be found in [Author Services](#). All services are paid for and arranged by the author, and use of one of these services does not guarantee acceptance or preference for publication.

## 13. The Later Stages

The corresponding author will receive an email alert containing a link to a web site. The proof can be downloaded as a PDF (portable document format) file from this site. Acrobat Reader will be required in order to read this file. This software can be downloaded (free of charge) from the following [Adobe's web site](#).

This will enable the file to be opened, read on screen and annotated direct in the PDF. Corrections can also be supplied by hard copy if preferred. Further instructions will be sent with the proof. Excessive changes made by the author in the proofs, excluding typesetting errors, will be charged separately.

## 14. Early View

The Journal of Occupational and Organizational Psychology is covered by the Early View service on Wiley Online Library. Early View articles are complete full-text articles published online in advance of their publication in a printed issue. Articles are therefore available as soon as they are ready, rather than having to wait for the next scheduled print issue. Early View articles are complete and final. They have been fully reviewed, revised and edited for publication, and the authors' final corrections have been incorporated. Because they are in final form, no changes can be made after online publication. The nature of Early View articles means that they do not yet have volume, issue or page numbers, so they cannot be cited in the traditional way. They are cited using their Digital Object Identifier (DOI) with no volume and issue or pagination information. Eg Jones, A.B. (2010). Human rights Issues. *Journal of Human Rights*. Advance online publication. doi:10.1111/j.1467-9299.2010.00300.x

Further information about the process of peer review and production can be found in this document. [What happens to my paper?](#) Appeals are handled according to [the procedure recommended by COPE](#).



## **Appendice B**

Preuve de soumission de l'article

**JOOP - Confirmation of submission - [EMID:d84d7f25aacc8529]**

em.joop.0.720f79.71598a61@editorialmanager.com  
<em.joop.0.720f79.71598a61@editorialmanager.com>  
de la part de  
Journal of Occ. and Organizational Psychology <em@editorialmanager.com>

Ven 2021-03-19 09:55

À : Cassandra Gagnon <Kassandra.Gagnon3@USherbrooke.ca>

CC: "François Courcy" francois.courcy@usherbrooke.ca, "Marc Corbière"  
corbiere.marc@uqam.ca

"What are the Steps to Resolution Taken by Key Stakeholders Following a Case of Workplace  
Bullying: A Scoping Review"

Kassandra Gagnon; François Courcy; Marc Corbière

Journal of Occupational and Organizational Psychology

Dear Mrs. Gagnon

Thank you for submitting your manuscript for possible publication in Journal of Occupational  
and Organizational Psychology. It has been assigned the following reference number:  
JOOP.21.0132. It would be helpful if you could please quote this in any correspondence  
regarding this paper. Co-authors should contact the Editorial Office as soon as possible if you  
disagree with being listed as a co-author for this manuscript.

The target maximum review period for the Journal is three months. You will be notified by email  
as soon as a decision has been reached. You can check the progress of the review process at  
any time by logging on to Editorial Manager at:

<https://can01.safelinks.protection.outlook.com/?url=https%3A%2F%2Fwww.editorialmanager.com%2Fjoop%2F&data=04%7C01%7Ckassandra.gagnon3%40usherbrooke.ca%7Cd03ef6df2f243d0057f08d8eade97a1%7C3a5a8744593545f99423b32c3a5de082%7C0%7C0%7C637517589034189118%7CUnknown%7CTWFpbGZsb3d8eyJWljoIMC4wLjAwMDAiLCJQIjoiV2luMzliLCJBTiI6IkhWwILCJXVCi6Mn0%3D%7C1000&mp;sdata=5jBciXdEQl182zkmwrdgBzgml0rpPgc36tKvvqjEPFQ%3D&reserved=0>

If you have forgotten your username and password, you can request a reminder email or you can  
login using your ORCID sign-in.

CASRAI CRediT Taxonomy: authors' contribution(s) to the submitted manuscript are attributed  
as below. Submitting Authors may provide Author Contributions at original submission but  
MUST provide the information at revised submission. At revision submission, all authors should  
check the contributions carefully as if your manuscript is accepted, this information will be  
included in the published article:

Kassandra Gagnon  
François Courcy  
Marc Corbière

2021-03-19, 9:56 AM

Thank you for submitting your work to the Journal.

Kind regards

Journal of Occupational and Organizational Psychology Editorial Office

\*\*\*\*\*

Wiley

At The British Psychological Society  
St Andrews House, 48 Princess Road East  
Leicester LE1 7DR, UK

[https://can01.safelinks.protection.outlook.com/?](https://can01.safelinks.protection.outlook.com/?url=http%3A%2F%2Fwww.wiley.com%2F&data=04%7C01%7Ckassandra.gagnon3%40usherbrooke.ca%7Cd03ef6df2f243d0057f08d8eade97a1%7C3a5a8744593545f99423b32c3a5de082%7C0%7C0%7C637517589034189118%7CUnknown%7CTWFpbGZsb3d8eyJWljojMC4wLjA%7CwMDAiLCJQJjoiV2luMzliLCJBTil6lk1haWwiLCJXVCi6Mn0%3D%7C1000&sd=UkdTJYfRb2pSGpraPubB4DhHNKPr6EsshplbP8kHCdA%3D&reserved=0)

[url=http%3A%2F%2Fwww.wiley.com%2F&data=04%7C01%7Ckassandra.gagnon3%40usherbrooke.ca%7Cd03ef6df2f243d0057f08d8eade97a1%7C3a5a8744593545f99423b32c3a5de082%7C0%7C0%7C637517589034189118%7CUnknown%7CTWFpbGZsb3d8eyJWljojMC4wLjA%7CwMDAiLCJQJjoiV2luMzliLCJBTil6lk1haWwiLCJXVCi6Mn0%3D%7C1000&sd=UkdTJYfRb2pSGpraPubB4DhHNKPr6EsshplbP8kHCdA%3D&reserved=0](http%3A%2F%2Fwww.wiley.com%2F&data=04%7C01%7Ckassandra.gagnon3%40usherbrooke.ca%7Cd03ef6df2f243d0057f08d8eade97a1%7C3a5a8744593545f99423b32c3a5de082%7C0%7C0%7C637517589034189118%7CUnknown%7CTWFpbGZsb3d8eyJWljojMC4wLjA%7CwMDAiLCJQJjoiV2luMzliLCJBTil6lk1haWwiLCJXVCi6Mn0%3D%7C1000&sd=UkdTJYfRb2pSGpraPubB4DhHNKPr6EsshplbP8kHCdA%3D&reserved=0)

T +44 (0)116 252 9504

F +44 (0)116 227 1314

[joop@wiley.com](mailto:joop@wiley.com)

\*\*\*\*\*

The Journal of Occupational and Organizational Psychology now offers free format submission for a fast and simple submission process.

Sign up to receive information about the latest Journal of Occupational and Organizational Psychology articles and issues straight into your inbox!

Journal of Occupational and Organizational Psychology Content Alerts are a great way to keep abreast of recently published research. To sign up, please visit

[https://can01.safelinks.protection.outlook.com/?](https://can01.safelinks.protection.outlook.com/?url=http%3A%2F%2Fwileyonlinelibrary.com%2Fjournal%2Fjoop&data=04%7C01%7Ckassandra.gagnon3%40usherbrooke.ca%7Cd03ef6df2f243d0057f08d8eade97a1%7C3a5a8744593545f99423b32c3a5de082%7C0%7C0%7C637517589034189118%7CUnknown%7CTWFpbGZsb3d8eyJWljojMC4wLjA%7CwMDAiLCJQJjoiV2luMzliLCJBTil6lk1haWwiLCJXVCi6Mn0%3D%7C1000&sd=UkdTJYfRb2pSGpraPubB4DhHNKPr6EsshplbP8kHCdA%3D&reserved=0)

[url=http%3A%2F%2Fwileyonlinelibrary.com%2Fjournal%2Fjoop&data=04%7C01%7Ckassandra.gagnon3%40usherbrooke.ca%7Cd03ef6df2f243d0057f08d8eade97a1%7C3a5a8744593545f99423b32c3a5de082%7C0%7C0%7C637517589034189118%7CUnknown%7CTWFpbGZsb3d8eyJWljojMC4wLjA%7CwMDAiLCJQJjoiV2luMzliLCJBTil6lk1haWwiLCJXVCi6Mn0%3D%7C1000&sd=UkdTJYfRb2pSGpraPubB4DhHNKPr6EsshplbP8kHCdA%3D&reserved=0](http%3A%2F%2Fwileyonlinelibrary.com%2Fjournal%2Fjoop&data=04%7C01%7Ckassandra.gagnon3%40usherbrooke.ca%7Cd03ef6df2f243d0057f08d8eade97a1%7C3a5a8744593545f99423b32c3a5de082%7C0%7C0%7C637517589034189118%7CUnknown%7CTWFpbGZsb3d8eyJWljojMC4wLjA%7CwMDAiLCJQJjoiV2luMzliLCJBTil6lk1haWwiLCJXVCi6Mn0%3D%7C1000&sd=UkdTJYfRb2pSGpraPubB4DhHNKPr6EsshplbP8kHCdA%3D&reserved=0) and select 'Get New Content Alerts' in the top left-hand menu.

Please be aware that if you ask to have your user record removed, we will retain your name in the records concerning manuscripts for which you were an author, reviewer, or editor.

In compliance with data protection regulations, you may request that we remove your personal registration details at any time. (Use the following URL:

<https://outlook.office365.com/mail/deeplink?popoutv2=1&version=20210308001.11>

Page 2 of 3

2021-03-19, 9:56 AM

<https://can01.safelinks.protection.outlook.com/?url=https%3A%2F%2Fwww.editorialmanager.com%2Fjoop%2Flogin.asp%3Fa%3Dr&data=04%7C01%7Ckassandra.gagnon3%40usherbrooke.ca%7Cdf03ef6df2f243d0057f08d8eade97a1%7C3a5a8744593545f99423b32c3a5de082%7C0%7C0%7C637517589034189118%7CUnknown%7CTWFpbGZsb3d8eyJWljoMC4wLjAwMDAiLCJQIjoiV2luMzliLCJBTil6lk1haWwiLCJXVCi6Mn0%3D%7C1000&data=%2BSlnhldNdk2kdNLTFQMkA%2FnO6na0IVlq5k6Wn9InE%3D&reserved=0>). Please contact the publication office if you have any questions.

## **Appendice C**

Ressources pour ceux et celles qui sont victimes de harcèlement au travail

## **Ressources pour ceux et celles qui sont victimes de harcèlement au travail**

### Au Québec :

#### **Commission de la santé et de la sécurité du travail (CSST)**

Site internet : <https://www.cnesst.gouv.qc.ca/fr/prevention-securite/milieu-travail-sain/harcelement-au-travail>

Numéro de téléphone : 1-866-302-2778

#### **Commission des normes du travail (CNT)**

Site internet : <http://www.cnt.gouv.qc.ca/>

Numéro de téléphone : 1-800-265-1414

#### **Au bas de l'échelle (pour employés non syndiqués)**

Site internet : <http://www.aubasdelechelle.ca>

Numéro de téléphone : 514-270-7878

### Au Canada :

#### **Programme d'aide aux employés (PAE)**

Site internet : <https://www.canada.ca/fr/sante-canada/services/sante-environnement-milieu-travail/sante-securite-travail/service-aide-employes/programme-aide-employes.html>

#### **Centre canadien d'hygiène et de sécurité au travail**

Site internet : <https://www.cchst.ca/safetyinfo.html>

Numéro de téléphone : 1-800-668-4284

#### **BullyingCanada**

Site internet : <https://www.bullyingcanada.ca/fr/get-help/>

Numéro de téléphone : (877) 352-4497